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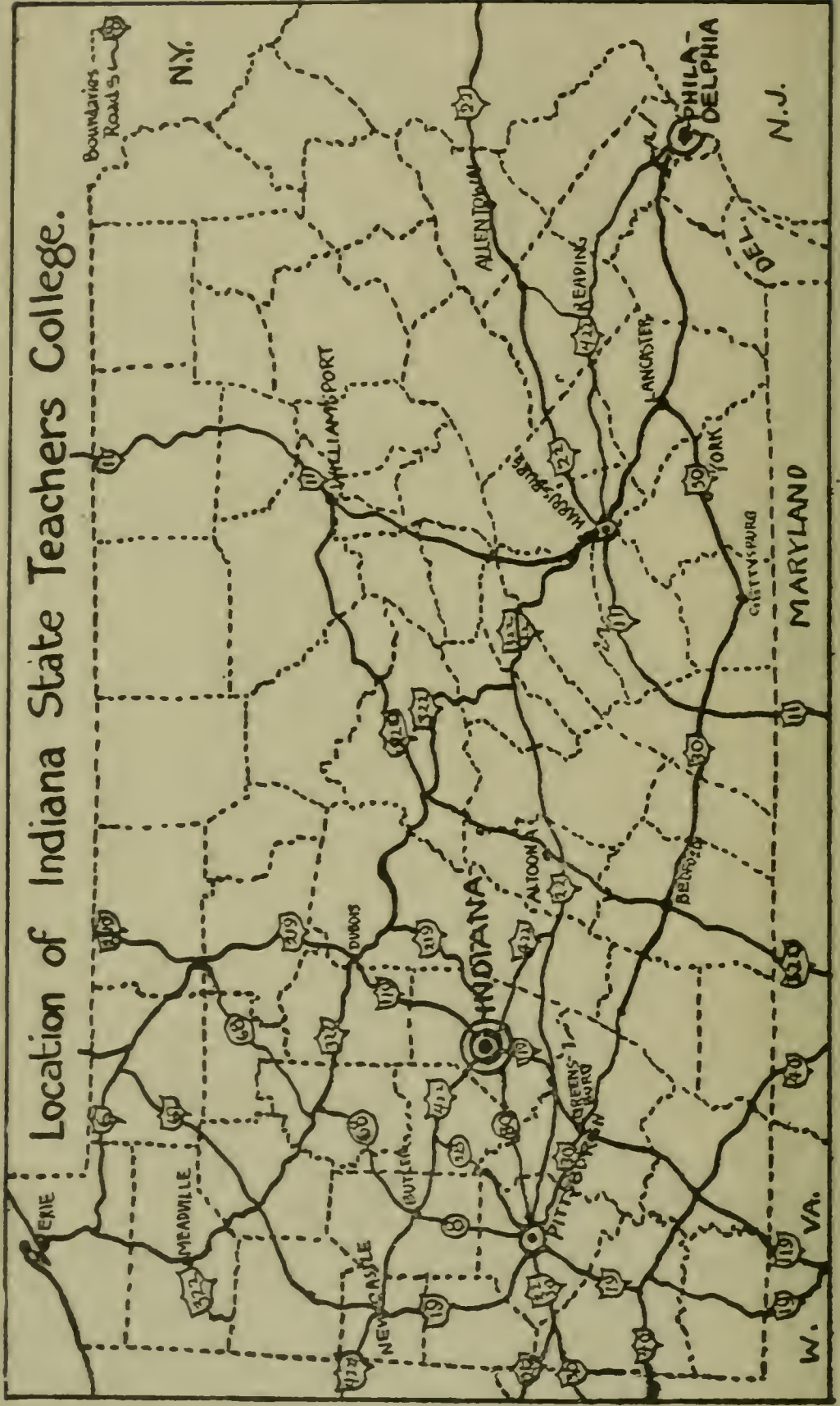
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STATE TEACHERS COLLEGE INDIANA PENNSYLVANIA



TEACHERS COLLEGE BULLETIN
CATALOGUE NUMBER
1942  1943

Location of Indiana State Teachers College.



TEACHERS COLLEGE BULLETIN

VOLUME 48

FEBRUARY, 1942

NUMBER 1

STATE TEACHERS COLLEGE
INDIANA, PENNSYLVANIA

CATALOGUE NUMBER

1942-1943

THIS COLLEGE IS ACCREDITED BY THE AMERICAN ASSOCIATION
OF TEACHERS COLLEGES

and

THE MIDDLE STATES ASSOCIATION OF COLLEGES AND
SECONDARY SCHOOLS

Issued Quarterly in November, February, May and August by the Trustees
of the State Teachers College, Indiana, Pennsylvania. Entered as second-
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COLLEGE CALENDAR

1942-1943

SUMMER SESSIONS, 1942

THE PRE-SESSION

Session Begins Monday, June 8
Sessions Ends Saturday, June 27

The Six Weeks Session

Registration Monday, June 29
Classes Begin Tuesday, June 30
Entrance Examinations Wednesday, July 15
Sessions Ends Saturday, August 8

The Post Session

Sessions Begins Monday, August 10
Sessions Ends Saturday, August 29

FIRST SEMESTER 1942-1943

Faculty Meeting Monday, September 14
Registration of all students Monday, September 14
College Work Begins Tuesday, September 15
Homecoming Saturday, November 7
Thanksgiving Recess Begins
 After last class Tuesday, November 24
Thanksgiving Recess Ends . . . 12M, Monday, November 30
Christmas Recess Begins
 After last class Saturday, December 19
Christmas Recess Ends
 Beginning of Classes Monday, January 4
First Semester Ends
 After last class Saturday, January 23

SECOND SEMESTER 1942-1943

Classes Begin Monday, January 25
Easter Recess Begins . . After last class Saturday, April 17
Easter Recess Ends . . Beginning of classes Tuesday, April 27
Alumni Day Saturday, May 22
Baccalaureate Services Sunday, May 23
Commencement Monday, May 24

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION

FRANCIS B. HAAS, Superintendent of Public Instruction

Bureau of Teacher Education and Certification

HENRY KLONOWER, Director

JOHN K. TRAYER
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Assistant Director

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MAUDE MCDEVITT	Nurse
ESTHER E. SNELL	Nurse

*Effective June 1, 1942.

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Ed.M., University of Pittsburgh
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- MALINDA HAMBLIN Health and Physical Education
A.B., Cornell University; A.M., New York University

- MARY HART Laboratory School
B.S., University of Pittsburgh;
A.M., Columbia University
- MARGARET HARTSOCK Co-operative Supervising Teacher
B.S., State Teachers College, Warrensburg, Missouri;
A.M., Columbia University
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B.S., M.S. in Ed., Temple University
- RALPH E. HEIGES Social Studies
A.B., Ursinus College; A.M., Ph.D., Columbia University
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B.S., Ohio University; A.M., Columbia University
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A.B., Western Maryland College; M.C.Ed., Susquehanna
University; A.M., University of Pittsburgh
- ELLEN HILLSTROM Art
B.S., A.M., Columbia University
- RICHARD C. HITCHCOCK Physics
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Connecticut; Ed.D., New York University
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- MERRILL B. IAMS Biology
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A.M., University of Michigan
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B.S., M.Ed., University of Pittsburgh
- ORVAL KIPP Director of Art Department
A.B., Carnegie Institute of Technology;
A.M., Columbia University

-
- RUTH KNOWLES English
A.B., Western State Teachers College, Kalamazoo,
Michigan; A.M., Columbia University
- IRENE LOY KOUGH Laboratory School
B.S., New York University; A.M., Columbia University
- THELMA E. LAPPEN Home Economics
A.A., Stephens College; B.S., Central Missouri State
Teachers College; M.S., Iowa State College
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B.S., Simmons College; M.S., Columbia University,
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B.S., University of Pittsburgh;
A.M., New York University
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B.S., A.M., New York University
- MAUDE MCDEVITT, R. N. Nurse
Kane Summit Hospital
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B.S., A.M., Columbia University
- LILLIAN I. MCLEAN Education
B.S., Kansas State Teachers College;
A.M., Columbia University
- E. J. MCLUCKIE Business Education
B.S., A.M., University of Pittsburgh;
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A.M., University of Iowa
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A.M., Columbia University
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B.S., A.M., University of Pittsburgh
- HELEN C. MERRIMAN Home Economics
B.S., Purdue University; A.M., Columbia University

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| B.S., A.M., Columbia University | |
| M. LINCOLN MILLER | Laboratory School |
| B.S., Bradley Polytechnic Institute ; | |
| A.M., University of Pittsburgh | |
| WILDA LEA MONTGOMERY | Extension Courses |
| A.B., West Virginia University ; | |
| A.M., Ed.D., University of Pittsburgh | |
| M ELLA MOORE | Co-operative Supervising Teacher |
| B.S., University of Pittsburgh ; A.M., Columbia University | |
| RACHEL MOSS | Home Economics |
| B.S., University of Tennessee ; | |
| M.S., Pennsylvania State College | |
| MARY HELENA MULDOWNY | Music Education |
| B.S., A.M., New York University | |
| DOROTHY MURDOCK | Art |
| B.S., A.M., Columbia University | |
| CARRIE BELLE PARKS NORTON | English |
| A.B., Syracuse University ; A.M., Columbia University | |
| KATHRYN O'TOOLE | Laboratory School |
| A.B., Iowa State Teachers College ; | |
| A.M., Columbia University | |
| OSIE OVERMAN | Co-operative Supervising Teacher |
| A.B., Indiana State Teachers College, Terre Haute, | |
| Indiana ; A.M., Columbia University | |
| ETHYL VERNA OXLEY | Home Economics |
| A.B., Iowa State Teachers College ; | |
| A.M., Columbia University | |
| REBA N. PERKINS | English |
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| A.M., Ph.D., University of Pittsburgh | |
| ELFA M. PORTER | Laboratory School |
| A.B., Iowa State Teachers College ; | |
| A.M., University of Iowa | |
| LILLIAN HAZLETT PRICE | Co-operative Supervising Teacher |

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- EARL ELWOOD PRUGH Social Studies
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M.B., Mills College; A.B., A.M., University of California
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B.S., A.M., University of Pittsburgh
- CLEAVES M. REECE Co-operative Supervising Teacher
B.S., State Teachers College, Indiana, Pennsylvania;
A.M., Columbia University
- PEARL R. REED Music Education
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- RALPH WILLIAM REYNOLDS Art
A.B., Beloit College; A.M., University of Iowa
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A.B., Ohio Northern University; B.S. in L.S., Carnegie
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- RUTH N. RINK Co-operative Supervising Teacher
B.S., State Teachers College, Indiana, Pennsylvania;
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A.B., Washington and Jefferson College;
A.M., University of Pittsburgh
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- RALPH S. ROWLAND Business Education
A.B., Cotner College; A.M., University of Nebraska
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B.S., Ohio University; A.M., Columbia University
- A. PAULINE SANDERS Director of Home Economics Department
B.S., Pennsylvania State College; A.M., Columbia
University; Ph.D., Pennsylvania State College
- LEROY H. SCHNELL Mathematics
A.B., Albion College; A.M., University of Michigan

- VERA SIMPSON Laboratory School
Ph.B., University of Chicago;
A.M., New York University
- ESTHER M. SKOG Music Education
B.S., State Teachers College, Indiana, Pennsylvania;
M.A., New York University
- ESTELLA M. SLAVEN Librarian
A.B., University of Minnesota; B.S. in L.S., Carnegie
Institute of Technology; A.M., Columbia University
- THOMAS SMYTH Biology
B.S., Virginia Polytechnic Institute;
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- ESTHER E. SNELL Health and Physical Education, Nurse
B.S., R.N., Ohio State University;
M.S., University of Michigan
- DWIGHT SOLLBERGER Biology
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B.S., State Teachers College, Indiana, Pennsylvania
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- MARGARET I. STITT Speech
A.B., Muskingum College; A.M., Columbia University
- HAROLD W. THOMAS Business Education
B.S., Grove City College; M.S., University of Pittsburgh
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B.S., University of Wisconsin; A.M., Columbia University
- ANNA J. THOMPSON Co-operative Supervising Teacher
B.S., University of Pittsburgh; A.M., Columbia University

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- FLORENCE WALLACE Social Studies
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A.B., University of Michigan; A.M., Columbia University;
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B.C.S., Bowling Green Business University;
A.B., Bowling Green College of Commerce
- W. M. WHITMYRE Dean of Men, Social Studies
A.B., Syracuse University; A.M., Harvard University
- KATHERINE H. WILKEY Business Education
A.B., University of Chattanooga;
A.M., Columbia University
- MARION WILLS Home Economics
B.S., M.S., Ohio State University
- MARTHA E. ZIMMERMAN Co-operative Supervising Teacher
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Laura Buterbaugh	Indiana
Harry Canfield	Indiana
Alice Clements	Indiana
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George West	Punxsutawney

THE COLLEGE

The State Teachers College at Indiana is a state-owned and state-controlled institution devoted exclusively to the preparation of teachers for the public schools of Pennsylvania. All curricula are four years in length, and all lead to the degree of Bachelor of Science in Education and the Provisional College Certificate in the appropriate field. The following curricula are offered:

- An Elementary Curriculum designed primarily to prepare for teaching in the kindergarten and in grades one to six.
- A Secondary Curriculum designed primarily to prepare teachers for teaching in junior and senior high schools.
- An Art Curriculum designed primarily to prepare teachers and supervisors of art in public schools.
- A Business Education Curriculum designed primarily to prepare for teaching commercial subjects in public schools.
- A Home Economics Curriculum designed primarily to prepare for teaching home economics in public schools.
- A Music Education Curriculum designed primarily to prepare teachers and supervisors of public school music.

HISTORY

A bill was introduced and passed by the General Assembly in the legislative session of 1871, in conformity to the Normal School Act of 1857, permitting the establishment of a State Normal School in the ninth Normal School District, and Indiana was decided upon as the site. The original building was completed and first opened for students on May 17, 1875. This building, named John Sutton Hall in honor of the first president of the Board of Trustees, is still in use and is in excellent condition. The steady growth of the school has caused a continuous expansion in its building program. No college in the state can boast of an educational plant, including campus, buildings, and equipment, in better physical condition than that at Indiana.

In April, 1920, entire control and ownership of the school passed to the Commonwealth of Pennsylvania. In May, 1927, by authority of the General Assembly, the school became a college with the right to grant degrees, and the name was changed to the State Teachers College at Indiana, Pennsylvania.

LOCATION AND TRANSPORTATION FACILITIES

Indiana Borough, the county seat of Indiana County, is located in the foothills of the Alleghenies at an elevation of about 1,300 feet, an ideal location for cleanliness and beauty. It is easily accessible by automobile, as it is located on the Benjamin Franklin Highway and is connected with all leading highways of the state by excellent roads. It is served by four bus lines making fourteen trips through Indiana every twenty-four hours. The Edwards, the Blue Ridge, and the Shortway lines operate buses to Pittsburgh. The Blue Ridge line makes connection with Johnstown and points east. The Edwards line goes north through DuBois, Ridgway, and other points, and the Harmony line goes directly west through Butler and New Castle to Ohio. Indiana is served by the Baltimore and Ohio, and Pennsylvania Railroads for baggage service only.

CAMPUS AND BUILDINGS

CAMPUS

The Campus comprises 34 acres of land, 23 of which are in the original campus. In the center of the campus is a historic oak grove, about which are grouped the main buildings, forming three sides of a quadrangle. The rest of the campus is beautified by a careful distribution of shrubs, flowers, and vines artistically arranged.

BUILDINGS

John Sutton Hall is the largest building. In addition to housing more than five hundred women students, it contains

the administrative offices, post office, co-operative store, parlors and recreation rooms, the President's apartment, and lounges for day students. The ground floor contains an excellent laundry and ironing room, a shampoo room, and a candy kitchen for the use of women students. The rooms located on this floor in the North Wing have all been remodeled. Here the day students have a library reading room, community rooms and lounges.

In a wing of John Sutton Hall is located the Infirmary which is thoroughly equipped for all routine work. Two registered nurses are always on duty. No medical service is provided, but physicians are easily available for students requiring medical attention. Thirteen beds are available in two wards, and there are two private rooms where resident students may have three days' free hospitalization. A fee of one dollar is charged for each day after that. Commuting students are given free dispensary service and may be admitted to the Infirmary for hospitalization, for which a fee of two dollars per day from the first day is charged. The protection of student health both by caring for illness early in their inception, and assisting students to establish scientific health habits is the primary purpose of the health service at Indiana. All students are given a complete medical examination at the time of entrance to the College and medical inspections annually thereafter. Free dispensary service is available to students in clinics conducted in the Infirmary and in the Laboratory School.

Thomas Sutton Hall, erected in 1903, an addition to John Sutton Hall, contains the kitchen, dining rooms, and dietitian's office on the first floor, and the Music Education Department on the second and third floors.

Clark Hall, named in honor of Justice Silas M. Clark, a former member of the Board of Trustees, was erected in 1906 on the site of a building burned that year. It was used as a men's dormitory until 1924; since that time it has served as a dormitory for women.

Wilson Hall has now become the College Library. This building which formerly housed the first six grades of the Laboratory and Demonstration School, was erected in 1893 and was named for A. W. Wilson, third president of the Board of Trustees.

The College Library in Wilson Hall has well-lighted, pleasant rooms equipped with books and furnishings which provide a maximum of comfort for students engaged in serious study or recreational reading. Stack rooms are located on the ground floor. The Periodical Reading Room, which houses about 160 periodical subscriptions, the Reserve Room for specially-assigned readings, the room housing curriculum materials and the one containing the Indiana County Historical Society's holdings occupy most of the first floor. The second-floor rooms are devoted to literature, fine and applied arts, the sciences, geography, and the social studies.

The Library is open from 7:45 A.M. to 5:30 P.M. and from 7:00 P.M. to 9:00 P.M., Monday through Friday, from 7:45 A.M. to 5:00 P.M. on Saturday, and from 2:30 P.M. to 5:00 P.M. Sundays. Hours may be extended later. Residents of Indiana are invited to use the reading rooms on Saturday and Sunday afternoons.

Leonard Hall, named for Jane E. Leonard, for many years preceptress of Indiana Normal School, was erected in 1903 as a recitation building. It contains laboratories, recitation rooms, and a cafeteria conducted by the Home Economics Department.

The Gymnasium Building was completed in 1928. It contains two gymnasiums, a fine swimming pool, and all the equipment that goes to make up an efficient physical-education plant.

The Arts Building, completed in 1931, houses the Art, Business Education, and Home Economics departments, one entire floor being given to each department. This building, both in appearance and in equipment for efficient work, is recognized as one of the finest educational buildings in the state.

The Auditorium, completed in 1939, has a seating capacity of 1600, and a well-equipped stage large enough to accommodate a cast of 100 people. Its design facilitates the presentation of intimate drama to a small group or of super-spectacles to capacity audiences. Light, air, and sound may all be mechanically controlled by the director of any presentation.

The Laboratory and Demonstration School, completed in 1939, provides for a complete elementary and junior-high-

school program. The tenth year has been added to the junior high school, expanding it into a four-year organization. The junior high school provides for courses in the following fields: academic, commercial, home economics, and industrial arts. Facilities are provided for physical education, a psychological clinic, a health clinic, a speech clinic, a library, and music and art studios. A fine demonstration room, with seats for 160 observers, is a unique feature of the building.

The College Lodge plays an important part in the instructional and recreational life of the school. Owned by students and faculty, the 100 acres of wooded hillside with its rustic lodge and three shelter houses, not only offers opportunity for nature study by science and conservation classes, but is in demand for picnics, meetings, and winter sports.

Cottages owned by the College border the campus, most of which are occupied as dormitories by men and women students. Two of the cottages are used by the Home Economics Department as Home Management Houses for practice in home management by the juniors of this department. One of the buildings is known as the "Activities Cottage." It is comfortably furnished and has convenient kitchen facilities. Small groups of 30 to 40 students use it frequently, both for formal and informal meetings.

The Greenhouse of the College is used as a laboratory and demonstration room by the Science Department in the conducting of biology courses.

A Field House is provided on the border of the athletic field for the use of visiting athletic teams.

FEES, DEPOSITS, REPAYMENTS

CONTINGENT FEES

Contingent Fee for Regular Session. A contingent fee for each student in each curriculum is charged as follows:

	Semester
Elementary Curriculum	\$45.00
Secondary Curriculum	45.00
Art Curriculum	63.00
Business Education Curriculum	57.00
Home Economics Curriculum	72.00
* Music Education Curriculum	90.00

This fee covers registration and the keeping of records of students, library, student welfare, health service (other than extra nurse and quarantine), and laboratory facilities.

Students taking seven or fewer semester hours whether in regular, Saturday Campus, or extension classes pay at the rate of six dollars per semester hour. Students taking more than seven semester hours pay the regular contingent fees; provided that the regular contingent fee for special curriculums shall be pro-rated on the basis that the number of semester hours taken is to eighteen semester hours.

Contingent Fee for Six-Weeks Summer Session. This fee for the regular Summer Session is six dollars per semester hour. A minimum contingent fee of \$18.00 is charged.

Contingent Fee for Three-Weeks Pre- and Post-Sessions. The contingent fee for the Pre- and Post-Sessions is six dollars per semester hour.

Contingent Fee for Special Curricula. In addition to the above fee for the summer sessions, students enrolled in the special curricula will pay the following additional contingent fees:

*This fee includes private instruction for all work which may be assigned by the Director or Adviser, but does not include fees listed under "Special Fees for Music Students" on page 24.

	Summer Session	Pre- Session	Post- Session
Art	\$ 6.00	\$3.00	\$3.00
Business Education	4.00	2.00	2.00
Home Economics	9.00	4.50	4.50
Music Education	15.00	7.50	7.50

HOUSING FEE

Housing Fee for Students. The housing rate for students is \$72.00 per one-half semester, and \$48.00 for the Summer Session, and \$24.00 for the pre- and post-sessions. This includes room, meals, and limited laundry. For rooms with running water an additional charge of nine dollars per student per semester, or three dollars for the Summer Session is made. No reduction in the rate is to be made for laundry done at home or for absence of students who go home for a few days at a time. A student may, at the direction of the President of the College, occupy a double room alone by paying an additional \$36.00 per semester, or \$12.00 for the Summer Sessions.

STUDENT ACTIVITY FEE

An activity fee is collected from all students and administered through the Student Co-operative Association under regulations approved by the Board of Trustees. This fee of \$10.00 per semester covers the cost of student activities in athletics, lectures, entertainment, student publications, etc., and is payable in one sum for the semester at the time of registration. For the regular Summer Session the fee is \$2.50, and for the Pre- or Post-Summer Sessions, \$1.25. No activity fee is charged for Saturday campus and extension classes.

LATE REGISTRATION FEE

Each student registering after the date officially set for registration is required to pay an additional fee of one dollar per day until the student is in regular attendance (except when permission for late registration has been secured in advance from the President because of illness or other unavoidable causes), provided that the total amount of the Late Registration Fee shall not exceed five dollars. The same regulation shall apply to approved inter-semester payments.

FEEES FOR OUT-OF-STATE STUDENTS

Students whose legal residence is out of the State of Pennsylvania, carrying the regular 32 semester-hour load in secondary and elementary education, pay a contingent fee of \$192.00 per year. Out-of-State students enrolled in other curricula pay additional contingent fees of: Art, \$36.00; Business Education, \$24.00; Home Economics, \$54.00; Music Education, \$90.00.

Special Fees for Private Instruction in Music. A charge of \$24.00 per semester is made for one lesson per week in voice, piano, band or orchestral instruments to persons not registered in the Music Department. Members of the Music Department who wish additional private instruction other than that assigned by the Director (and included in their \$45.00 contingent fee) pay the same rate for this extra private instruction.

The fee for rental of piano, band, or orchestral instruments for one period per day for practice is six dollars per semester.

Damage Fee. Students are responsible for damages, breakage, loss, or delayed return of college property.

Infirmary Fee. After three days in the college infirmary the College shall charge an additional dollar for each day. Day students who are admitted to the infirmary board at the rate of two dollars a day. This charge includes the regular nurse and regular medical service but does not include special nurse or special medical service.

Degree Fee. A fee of five dollars to cover the cost of a diploma must be paid by each candidate for a degree.

Transcript Fee. A fee of one dollar is charged for the second and each subsequent transcript of records.

In addition to the above fees the average student will require approximately \$30.00 per semester for books, gymnasium costume, student organization dues, etc.

DEPOSITS

Advance Registration Deposit. A deposit of \$10.00 must be made by all students when registration is requested. A check or money order for this ten dollars must be drawn to the Commonwealth of Pennsylvania. If a money order is used it must be payable at Harrisburg, Pennsylvania. This is a guarantee of the intention of the student to enter college for the term or semester designated. This money is deposited with the Department of Revenue to the credit of the student's contingent fee. If, however, the student notifies the College at least three weeks before the opening of school that he is unable to enter, or if the student is rejected by the College, repayment of this deposit may be made through the Department of Revenue, on application by the student through the College authorities. This repayment must be approved by the Board of Trustees and by the Department of Revenue.

No fees or deposits other than those specified above will be charged.

Private Accounts. As a convenience to students, personal deposits may be made in the Student Co-operative Bookstore and drawn against by countercheck from time to time. A small fee will be charged for this service.

REPAYMENTS

Repayments. No refunds will be made to students who are temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraw from College.

No return of any part of the advance registration deposit will be made for any causes whatsoever, except (1) where students give notice of intention to withdraw at least three weeks before the College opens, or (2) when the student is rejected by the College. For personal illness, if certified to by an attending physician, or for other reasons approved by the Board of Trustees, the housing and contingent fees for that part of the semester which the student does not spend in College will be refunded.

TIME OF PAYMENT

Payment in full of all Pre-Session fees.....	June 8
Payment in full of all regular Summer Session fees.....	June 29
Payment in full of all Post-Session fees.....	August 10
Payment for the first half of first semester.....	September 14-15
Payment for the second half of first semester...	November 9-14
Payment for first half of second semester.....	January 18-23
Payment for second half of second semester...	March 29-Apr. 3

Payment for the entire semester may be made in September and January if desired.

HOW TO PAY BILLS AND CHARGES

All bills, including contingent fee, housing fee, extra room rent and special department fees are payable at least nine weeks in advance. Checks should be made payable to the Commonwealth of Pennsylvania. If a money order is used it must be payable at Harrisburg, Pennsylvania. Checks or money orders must be presented in the exact amount of the account. Bookstore purchases are on a cash basis.

Students will not be permitted to enroll for any semester, until all bills previously incurred have been paid; nor will credit be certified to other institutions or to the Department of Public Instruction until all overdue accounts have been paid.

Students desiring to leave school before the close of a semester must report to the President and settle all unpaid accounts.

Meal tickets for visitors can be obtained in the office of the dietitian or in the business office.

All checks must be made payable to the Commonwealth of Pennsylvania, except for the activity fee, which should be made payable to the Treasurer of the Student Co-operative Association.

REQUIREMENTS

REQUIREMENTS FOR ADMISSION

The following is a condensed statement of the requirements adopted by the Board of Presidents of the State Teachers Colleges, May 13, 1932. Five general bases for admissions were set up:

General Scholarship
Character and Personality
Health and Physical Vigor
English Fundamentals and Psychological Tests
A Personal Interview

Candidates for admission must be citizens of the United States and must satisfy these five general requirements in detail as outlined below:

General Scholarship as evidenced by graduation from an approved four-year high school or institution of equivalent grade, or equivalent preparation as determined by the Credentials Division of the Department of Public Instruction.

1. Applicants ranking in the upper half of their graduating classes in high school will be admitted on certificate without further evidence of general scholarship.
2. Applicants who do not rank in the upper half of their graduating classes may be admitted on probation provided:
 - a. They are recommended by their high-school principal as being able to do creditable college work;
 - b. Appraisal of the detailed high-school record indicates to admission authorities of the College that the candidate can do satisfactory college work;
 - c. A rating satisfactory to the institution is made on a scholastic aptitude test administered at the College. Applicants satisfactorily meeting requirements b and c above will be admitted on probation. Such students will be required to withdraw from the College unless they meet the required standard of scholarship.

Integrity and appropriate personality as shown by an estimate by secondary-school officials of the candidate's trustworthiness, initiative, industry, social adaptability, personal appearance, and sympathy.

1. The estimate of the secondary-school official will be recorded by a check mark in the appropriate column of a three-point rating scale as follows:

	Low	Middle	High
Trustworthiness			
Initiative			
Industry			
Social Adaptability			
Personal Appearance			
Sympathy			

2. This will be included as a part of the high-school record blank.

Health, physical vigor, emotional stability, absence of physical defects that would interfere with the successful performance of the duties of a teacher, and absence of a predisposition toward ill health as determined by a medical examination at the College.

1. All applicants for admission shall present a certificate of examination signed by a physician legally qualified to practice medicine in the Commonwealth of Pennsylvania. Forms for the examination will be furnished by the College. This medical examination will be checked by the examining physician at the College, and students may be required to undergo a complete re-examination.
2. Applicants may be rejected for the following reasons:
 - a. Incurable defects or diseases of the heart, lungs, kidneys, digestive system, nervous system (including hysteria, epilepsy, nervous instability), skin, organs of the special senses, and thyroid.
 - b. Defective vision of marked degree.
 - c. Permanently impaired hearing.

- d. Marked speech defects.
 - e. Unsightly deformities.
 - f. Marked obesity.
3. Students with remedial defects may be accepted on condition that immediate treatments be undertaken for the removal of these defects.

Normal intelligence and satisfactory command of English is expected as evidenced by ratings in standard tests. The tests to be used will be prescribed each year by the Board of Presidents and will be uniform for all state teachers colleges.

A personal interview with particular attention to personality, speech habits, social presence, expressed interests of the applicant, and promise of professional development.

1. The purpose of the personal interview is:
 - a. To give the examining committee of the College an opportunity to select from the applicants for admission those persons who give promise of becoming desirable teachers.
 - b. To check on the personal characteristics of the applicants who are admitted as these appear in the interview.
2. The interview will be conducted at the College. Information regarding the dates for interviews will be sent by the registrar with all applications. Specific information regarding interviews may be secured at any time by writing to the registrar.

Advanced Standing. The following regulations governing admission with advanced standing were approved by the Board of Presidents of the State Teachers Colleges, July 19, 1940:

1. Transfers from other institutions will not be accepted without certificates of honorable dismissal.
2. Credit will be given for acceptable courses pursued in accredited collegiate institutions in which the student has made a grade above the lowest passing grade in the institution in which the work was done. Where the grades are marked on a percentage basis, work

graded five per cent above the minimum passing grade will be accepted.

3. All students who are candidates for a degree shall be required to arrange a program of studies approved by the Dean of Instruction. Any student desiring to pursue any part of this program at a different institution will be required to secure, in advance, the approval of such courses from the Dean of Instruction.

No credit can be given for correspondence or extension work toward limited certification unless such work was completed previous to September, 1926. Credit for extension work in certain subjects up to a total of not to exceed 32 semester hours may be accepted toward the requirement for a degree. No correspondence work is accepted.

A student transferring from another college will be required to meet the same requirements as any other applicant. No student may obtain a certificate or degree without a minimum residence of one year in this College.

SCHOLASTIC REQUIREMENTS

Grades. The following grades are used in reporting the standing of students at the end of each semester or summer term: A, excellent; B, good; C, fair; D, passed; F, failed; I, incomplete.

A grade of F can be cleared only by repeating the course in the regular way. The grade of I is used to record work which, so far as covered, is of passing grade, but which is incomplete because of personal illness or other unavoidable reason. It must be made up within two months after the student returns to school.

Quality Points. Quality points are assigned as follows: Grade A, 3 quality points per semester hour; B, 2 quality points per semester hour; C, 1 quality point per semester hour; D or F, no quality points.

To qualify for graduation or for recommendation for the State Standard Limited Certificate, a student must have se-

cured as many quality points as the number of semester hours he has earned in this school toward his degree or certification. Quality points are not counted on grades from other schools and a student transferring from another school is held responsible for quality points only on work taken here.

Eligibility for Student Teaching. No student will be permitted to do student teaching until each of the following requirements is satisfied :

1. The number of quality points must equal or exceed the number of hours earned at Indiana. Students who have transferred from other colleges must have completed at least the equivalent of one semester at Indiana.
2. Candidates for the degree must have two semesters of work with a C-average and no failures in these semesters. One such semester shall be required for those who are seeking the State Standard Limited Certificate.
3. All required courses in English up to the teaching semester must be completed. The applicant must have a C-average in all these courses (not including Fundamentals of Speech) or he must have passed with a satisfactory rating a standard test in English form and usage, given by the College. Competency in English usage shall be demonstrated. Weakness in English skills, as shown by low grades and test scores, should be removed by repetition of courses, by regular attendance at the English Laboratory, or by both of these remedies. Each student is responsible for maintaining and improving his English skills.
4. A C-average in all courses that are to be used for certification in any particular field will be required.

Student teaching in the summer session is restricted to those who have previous student teaching in this school or several years of actual teaching experience. Application must be made well in advance.

REQUIREMENTS FOR GRADUATION

Every student entering the State Teachers College, Indiana, Pennsylvania, selects one of the six degree curricula offered at this College. All curricula are definitely four years in length, and all lead to the degree of Bachelor of Science in Education or in some specific field of education and entitle the graduate to the Provisional College Certificate in the appropriate field.

Graduates of the special curricula, art, business education, home economics, and music education, receive the degree of Bachelor of Science in their particular field of education and the Provisional College Certificate with authority to teach and supervise the work in their special field. These graduates are usually certified to teach at least one other field in the junior and senior high school.

Graduates of the elementary curriculum receive the degree of Bachelor of Science in Education and the Provisional College Certificate. This certificate entitles the holder to teach for three years in the first six grades of any public school and in grades seven and eight if these are not organized as part of a junior high school. After three years of successful teaching and the addition of six hours of approved college courses, the certificate is changed to a Permanent College Certificate. A certificate on which appears Kindergarten-Primary specialization entitles the holder to teach in Kindergarten and Grades one, two, and three.

Graduates of the secondary curriculum receive the same degree, Bachelor of Science in Education and the Provisional College Certificate, which entitles the holder to teach in any junior or senior high school the subjects written on the face of the certificate. Permanent certification is secured on the completion of three years of successful teaching and the completion of six semester hours of approved work.

A student in the secondary curriculum must meet certification requirements in two fields, in one of which he must have at least 24 semester hours and in the other at least 18 semester hours. Required courses are included in the above, except that the course in "Fundamentals of Speech" is not included in meeting the requirements for certification in English.

Besides the degree curricula in the special fields of art, business education, home economics, and music education, Indiana provides all courses necessary for certification in the secondary field of English, French, geography, mathematics, science, social studies, Spanish, and speech.

All persons who have completed the work of the two-year Kindergarten-Primary or Intermediate Curriculum as previously organized are admitted to junior standing for a degree in the elementary or secondary field provided they are graduates of an approved four-year high school. The exact number of hours credit granted will depend upon the curriculum which the student has completed and the one in which he wishes to secure his degree. Those who become candidates for the degree in the elementary field will secure two full years' credit, but those who transfer to the secondary field will lose some credit, usually from four to six hours.

Graduates of any two-year curriculum can secure not more than two full years' credit, 64 semester hours, towards the degree for such graduation.

Former graduates of a two- or three-year curriculum at the State Teachers College, Indiana, Pennsylvania, who become candidates for a degree from this school must do at least one-half of the work required beyond previous graduation or certification at Indiana. An amount up to one-half the required work may be transferred from other accredited schools provided the courses pursued are the same or equivalent to courses given here and provided that all grades be above D or the equivalent. Not to exceed 25% of the number of semester hours of credit needed for a four-year curriculum may be taken in extension classes. Saturday campus classes are credited as residence work and not as extension. Correspondence courses are not accepted.

Graduation in Three Years. The College will maintain its scholastic standing during the emergency, but it has made arrangements to allow students to complete their work in three calendar years by attending the 12-weeks summer sessions for three years. This will enable many young men to get their degrees before they become subject to call for active service in the armed forces of the country. For further particulars concerning the summer sessions write for the summer bulletin.

REQUIREMENTS FOR CERTIFICATION

State Standard Limited Certificates. The State Standard Limited Certificate, heretofore given to those who completed three years of work on an elementary-degree curriculum, has been discontinued for all who entered after February 1, 1939. The regulations regarding certification in the elementary field may be summarized as follows:

1. Students who entered before January 1, 1937, may still secure the State Standard Limited Certificate on satisfactory completion of two years' work including the special requirements for certification.
2. Students who entered between January 1, 1937, and February 1, 1939, may secure the State Standard Limited Certificate on the satisfactory completion of three years' work including the special requirements for certification.
3. Students who entered after February 1, 1939, cannot secure any type of certification until they have completed the full requirements for the degree. They will then receive the Provisional College Certificate granted to all graduates.

Renewal of State Standard Limited Certificate.
(From Department of Public Instruction Bulletin, Sept. 1, 1938.)

1. The twelve semester hours required for the renewal of the state standard limited certificate are to be earned during each renewal period of three years, whether the certificate has been used for teaching purposes or not. This is the minimum rate by which the holder of a state standard limited certificate may move toward the completion of an elementary degree curriculum.
2. The responsible official of the college, from which the holder of the certificate expects to secure a degree, should certify on the transcript—or otherwise—that the 12 semester hours submitted to the Department of Public Instruction will be accepted by the institution as additional work toward the completion of the elementary-degree curriculum.

Students will note particularly that work for the renewal of the certificate must be approved toward a degree in the elementary field. This renewal work should be taken in the school from which the student expects to secure his degree. If taken at another college, approval of the courses must be secured in advance from the Dean of Instruction of the college from which the student expects to secure his degree.

Provisional College Certificates. The Provisional College Certificate is issued to any graduate and entitles him to teach the subjects indicated on the face of the certificate for a period of three years. Three years of successful teaching and the completion of six semester hours of additional approved credit enables the holder to receive the Permanent College Certificate. This is a life certificate to teach the subjects in his field in any public school in the state. The six required hours must include two or three hours in education and the remainder in a field in which the candidate is already certified.

In order to add a subject to a certificate in the secondary field credentials showing the satisfactory completion of 18 semester hours of approved preparation in that subject must be presented.

The holder of a college certificate in the secondary field or in one of the special fields who wishes to secure certification in the elementary field must secure 30 semester hours of approved training in work definitely organized for the preparation of elementary school teachers, including at least six semester hours of student teaching in the elementary field. This preparation must be in addition to the requirements for the degree. This means that courses used to meet the degree requirements in the secondary or special field cannot be used again to apply on certification in the elementary field.

The holder of a college certificate in the elementary field may be certificated for teaching in the secondary field by adding 30 hours in secondary education, including six hours' student teaching in the secondary grades, and securing 18 hours of approved credit in a major field or in each of several major fields of secondary education.

GENERAL INFORMATION

SUGGESTIONS FOR ENTERING STUDENTS

Preliminary. The prospective student should send to the Registrar, State Teachers College, Indiana, Pennsylvania, for an application blank for entrance into the College. This blank should be properly filled out and returned with the room reservation deposit of ten dollars. Rooms are assigned in the order in which applications are received and as nearly in accordance with students' preferences as possible.

Entrance Tests. The entrance examinations for applicants who were in the lower half of their graduating classes will be held on Wednesday, July 15, from 10:30 A.M. to 12:00 M., and from 1:00 P.M. to 2:00 P.M. Every applicant who ranked in the lower half of his class should make application in time to take the examination on that date. Another examination for those who did not apply before the July date will be given on Monday, September 14, from 1:15 P.M. to 3:45 P.M. This test must be taken also by all students whose high-school transcripts have not been received.

Room Assignments. All entering boarding students are required to pay ten dollars in advance for the reservation of a room. This deposit is due when the application and personal record are filed. These blanks will be sent on request to any prospective student. The deposit is credited on the following semester's contingent fee. Students are not permitted to room alone except as indicated on page 23.

Advance reservation deposits may be returned to students, provided three weeks before the opening of the semester they notify the College of their intention not to attend, and provided the request for a refund is approved by the Board of Trustees and the Department of Revenue. See page 25.

The time between terms is very short for getting the dormitories again in readiness for students. For this reason the residence halls are not open until registration day and stu-

dents will not be admitted to the dormitories before that time, without extra cost, unless special arrangement is made with the office of the Dean of Women.

Rooms are not held for students beyond the first day of the semester or term unless arrangements have previously been made.

Freshman Dormitory. In order to better orientate freshman women a section of John Sutton Hall has been set aside as a Freshman Dormitory. Special regulations are set up for freshmen, and counselors supervise their daily routine carefully, acquaint them with customs and traditions, and advise them as situations arise. It is hoped that this plan will bring better adjustments to the problems of college life.

Student Supplies. Students who live in school dormitories or private homes are furnished bed linen and bedspreads. Each student must provide blankets, towels, window curtains, soap, needed toilet articles, etc.

Students must also furnish their own gymnasium attire. The Physical Education Department requires regulation gymnasium and pool equipment, which can be purchased in the College bookstore at a saving to students. The required costume for men costs about three dollars. The cost for women is a little higher.

Baggage. All baggage is delivered to the basement of John Sutton Hall, and porters will transfer it directly to the students' room. Luggage should be plainly marked with the student's name and, if the assignment has been made, should also bear the room number. Students living in school cottages should mark their baggage with the street address; the College truck will deliver it to the rooming place.

Registration Day. All freshmen and other new students will report for registration, classification, and other activities, Monday, September 14. All other students will register after noon on Monday September 14. On arriving at the College, students will be given a mimeographed sheet of directions telling them in detail the procedure to be followed in being

registered and programmed. In general the following direction should be followed:

I. Boarding Students:

- a. Go to Reception Hall, fill out enrollment card, and pay your fees.
- b. Women, go to Recreation Hall where room assignment will be given and your arrival checked. Keys will be given out in the office of the Dean of Women.
Men, go to the office of the Dean of Men.
- c. Take all baggage checks to the College bookstore and pay for delivery of the baggage.
- d. Have your programs made by teachers assigned to particular groups. These teachers, the rooms in which programs will be made, and the group assigned to each will be clearly indicated on the sheet of directions.
- e. Secure school materials at the College bookstore. No books should be purchased until after the classes have met and a correct list of necessary books has been made.
- f. Transfer students who have not had their credits evaluated see the Dean of Instruction.

II. Day Students:

Follow the procedure given above, omitting b and c.

The Handbook. The Student Council publishes a handbook which is given to entering students. This handbook contains information concerning the college set-up and routine and is a great help to new students.

BOARDING STUDENTS

The State Teachers College at Indiana is primarily a dormitory school. It admits as day students only those who live with parents or near relatives. Women students live in the dormitories and cottages under faculty supervision. Men students room in school cottages, in fraternity houses, or in private homes approved by the college. All boarding students take their meals in the college dining room.

Vacation and Guest Charges. Students remaining at the school during Thanksgiving, Christmas, Easter, or summer vacation will be charged at the transient rates. Students and teachers are responsible for meals of their guests at current transient rates. The transient rate for meals is as follows: breakfast, 35 cents; lunch, 45 cents; dinner, 60 cents.

Fire Precautions. Students are not permitted to use or to have stoves, electric irons, heaters or cookers, or other equipment for producing fire or heat in their rooms. Such equipment is prohibited by fire regulations and will be removed and confiscated by the fire inspector. Smoking in dormitory rooms is absolutely forbidden, due to the fire hazard. Radios are permitted, but must be installed by the school electrician. Extension cords and double sockets are not allowed.

Laundry. The laundry of all boarding students, to the extent of ten plain pieces per week, plus towels and napkins, is done in the college laundry. All pieces sent to the laundry must be plainly marked with the owner's name either written in indelible ink or by sewed-on name tapes. Cash's name tapes may be ordered in department stores or tapes may be ordered from the Sterling Name Tape, Winsted, Conn., at a nominal charge.

An excellent laundry and ironing room with modern equipment is maintained on the ground floor of John Sutton Hall for the free use of women students.

Room Assignments. Up to May 1, those students who have paid the room reservation deposit of ten dollars will have rooms assigned to them as follows: If they desire to keep the rooms they have, these rooms are assigned to them, unless for some reason it is felt wise or necessary to withdraw students

from said room. At a meeting as soon after May 1, as possible the remaining rooms are put up in order of desirability. If two or more groups of women students desire the same room, the groups draw lots for it. This process continues until all women in school are assigned to rooms for the following year. Only students who have paid the room-reservation deposit may reserve a room for the following year. Otherwise, their assignment to a room is cancelled, and they take their place on the list of entering students.

Dormitory Life. General supervision of the personal and social welfare of women students is exercised by the Dean of Women and hall teachers. Student body, faculty, and administration co-operate to maintain high standards of social life and conduct. Restrictions which are put upon the freedom of students are felt to be necessary for successful study and living conditions and for the well-being of the group.

Enrollment in the College implies an agreement on the part of each student to comply with the customs of the College and to obey the regulations. Participation in government is vested in the Resident Women's League, of which all resident women are automatically members. Representatives from each hall and cottage make up the League Council, which serves as a clearing house for discussing difficulties and making recommendations concerning dormitory problems. The college handbook, given to entering students, contains detailed information.

Women students are under College jurisdiction from the time of arrival in Indiana in September until they leave in May, with the following exceptions: Thanksgiving, Christmas, and spring vacations, and at all other times after they reach their homes.

For going home week-ends, first- and second-year students must have either permission sent from home for each visit, or a form card on file covering any week-end. All women are expected to register when off campus for evenings and week-ends, and to cancel such registrations when they return. For first- and second-year students, week-ends spent elsewhere than home must be with parental approval and college consent. A permit from parents to ride in automobiles must be filed in the office of the Dean of Women. This applies to all

women students. The College reserves the right to withhold privileges whenever it is for the best interest of the College or of the student concerned.

Guests. Persons calling on students must be approved by the Dean of Women. In no case can visitors be allowed to interfere with college duties, and for this reason visits should be made during week-ends only.

Any student entertaining a visitor in college buildings over night must register the visitor with the Dean of Women, have her approval, and notify the hall teacher that a guest is present. This privilege applies only to visitors of school age and should be used only on Saturday night when it is possible to use the bed of someone away for the week-end. Day students are not permitted to stay in the dormitory over night. Guests are under the same regulations as students, and the hostess is responsible for her guest. All meals are paid for at current transient rates.

Students may accompany mothers or near relatives to a hotel for meals or for the night if arrangements are made in advance with the Dean of Women.

On Sundays, mothers are permitted to visit students in rooms from 10:00 to 12:00 A.M. and 2:00 to 5:30 P.M. At all other times, guests are received in parlors on the first floor. Buildings are closed to guests at 10:00 P.M.

Visits. Success demands concentration of thought. This is prevented by frequent visits at home or elsewhere, and usually time thus spent greatly hinders the progress of the student. The student must decide between sacrificing his school work and limiting the number of his visits. It is strongly advised that students do not go home oftener than once a month.

DAY STUDENTS

Students whose homes are not in Indiana and who desire to live with relatives in Indiana as day students must have the approval of the President in advance of registration. Under no circumstances are students permitted to room or board with private families, not immediate relatives. Violation of this regulation will result in loss of credit for work.

Accommodations for day students are provided on the ground floor of John Sutton Hall and consist of a large women's lounge attractively furnished, a dining room, and a lounge for men. There is also a quiet room equipped for sleep during the day. Additional library facilities recently made available provide pleasant study conditions for non-resident students, and racks and shelves in lounges offer space for wraps and books. Students through their House Committee assume responsibility for care and use of rooms set aside for them.

SELF HELP, LOAN FUND, AND SCHOLARSHIPS

National Youth Administration. During the last five years Indiana, in common with other colleges, has had available under the N.Y.A., through the federal aids to education, considerable opportunity for students to secure work that would aid in paying their expenses. Whether this aid will be extended for the coming year is not known. If it is, there will be open to a number of worthy students, who otherwise could not attend school, an opportunity to earn part of their expenses. If the federal aid is not continued, there will be very few opportunities for students at Indiana to secure work that will aid in paying their expenses. The few part-time positions that are available are usually filled by students who have been here two or three years.

Student Employment Bureau. Through this office, deserving men students may secure work which enables them to earn money which will help them to carry on their education at Indiana. The rate of pay, except for work requiring special skills, is the same as that paid N.Y.A. workers.

Work. A few students are permitted to work in private families for their room and board. Arrangements for such students should be made with the Dean of Women prior to registration.

Loan Fund. The Jane E. Leonard Memorial Loan Fund was begun several years ago and has been built up largely through the work of faculty and students. During the last

few years most of the alumni units have come to the aid of the fund, and some have made very liberal contributions. The available value has now reached about \$16,000. The governing board in charge of granting loans consists of the Dean of Instruction, the Dean of Men, the Dean of Women, and an alumni member. The plan in operation provides for the granting of loans to juniors and seniors, with interest at two per cent, payable at maturity of loan, with the regulation that not more than \$100.00 be loaned to a student during one semester and that the maximum sum loaned to any student shall not exceed \$200.00.

Men's Varsity "I" Club. This group, composed of all boys who have won a varsity "I", has built up a loan fund of several hundred dollars for those members who need financial assistance temporarily. The Club's major activities are publishing the football programs, holding two social functions each year, and staging the annual Varsity Show.

State Scholarships. Holders of State Scholarships may attend state teachers colleges and use the scholarship award toward meeting their expenses.

ADVISORY SYSTEM

A carefully worked-out advisory system is in use at Indiana. Every student is assigned to a faculty adviser in his major department, who assists the student in keeping a check on his work and advises him in regard to his program, his outside activities, his scholarship, and other matters. Two or three times each semester a report is made to each adviser concerning the students in his group who are doing poor work.

GRADE REPORTS

As soon as possible after the close of each semester a full report of the previous semester's work is given every student on a record card provided by the student. Reports of students' grades are not sent to parents but are given directly to the stu-

dents. It is assumed that students who are sent to college are mature and trustworthy enough to report correctly to their parents the facts in regard to their grades. If they have not reached this stage of maturity and integrity, they would seem to lack qualities highly desirable in prospective teachers.

GRADUATION

Commencement Exercises. One commencement is held each year at the close of the second semester. Only those students who have completed all requirements for graduation will be permitted to take part in the commencement exercises. The regulation cap and gown sanctioned by the Intercollegiate Bureau and Registry of Academic Costume are worn by seniors upon the proper occasions.

ALUMNI

Alumni. Since its organization the school has graduated approximately 13,000 students from its various curricula. Approximately 2,500 degrees have been granted since Indiana was made a college in 1927. The support of these alumni is an important factor in the consistent growth of the College.

Alumni Association. Indiana has a strong Alumni Association. Organized units are active in all sections of Pennsylvania. There are also units in New York, Michigan, Ohio, and New Jersey. At the annual meeting in May, 1933, the constitution of the Alumni Association was changed so that it is now organized on a representative basis, with the local unit in each community sending its representatives to the meeting of the executive council, which meets twice a year. In this way it is hoped that every graduate may be brought into close relationship with the school through membership in an active local unit.

Of interest to all alumni is the publication of the Alumni Directory in August, 1940, the first since 1922. In addition to complete lists of graduates with their addresses and occupations, this volume contains a history of Indiana and a number of interesting tables presenting various kinds of data relative to alumni groups. All alumni will be interested, too, in the drive to raise money for the installation of a pipe organ in the

new Auditorium. An Alumni Office has also been equipped. Information relative to the various activities of the alumni can be obtained by addressing the Alumni Office, State Teachers College, Indiana, Pennsylvania.

PLACEMENT SERVICE

Placement. The services of the Placement Bureau are available to all students of the College who receive certification. The directors of the various departments take an active interest in the placement of their graduates. Co-ordination of effort is secured through a central committee. The Bureau supplies credentials to employers who are seeking applicants for positions and serves as a center where graduates may keep their records up-to-date. Alumni are using the Bureau increasingly. Teaching positions are not guaranteed by the College, but Indiana's record of placement is one of the very best in Pennsylvania.

THE SUMMER SESSIONS

The Summer School is an integral part of the year's work. Teachers in service and students in regular attendance can secure in the summer session three to twelve hours' credit toward any certificate or toward graduation in any curriculum. High school graduates who have not previously attended college are being given special attention for the summer of 1942. The courses are planned primarily for those who have had previous work, and an effort is made to meet all reasonable requests of teachers who are working toward high certification or toward graduation. The groups whose interests are kept particularly in mind in planning the work of the summer session are:

1. Holders of any type of limited certificate who are seeking standard certification or graduation.
2. Graduates of two- or three-year curricula who are working toward degrees in their fields.

3. Graduates holding degrees who wish to secure the six hours required to make the Provisional College Certificate permanent, or who wish to secure additional certification.
4. Students in regular attendance who wish to hasten the date of graduation or who wish to make up failures or incompletes received the previous year.
5. High school graduates who wish to complete the college course by May, 1945.

All courses given in the summer session require the same amount of time and are granted the same credit as if taken during a regular semester. The Summer School Bulletin will be mailed to anyone desiring more complete information regarding the courses to be offered.

Dates. A Pre-Session of three weeks will open on Monday, June 8, and close on Saturday, June 27. The regular Summer Session for 1942 will open on Monday, June 29 and close on Saturday, August 8. A Post-Session of three weeks will open on Monday, August 10, and close on Saturday, August 29. It will thus be possible for a student to secure six semester hours' credit in the regular term and an additional three hours' credit in both the Pre-Session and the Post-Session.

Send for special bulletin indicating courses and activities of the Summer Session.

SATURDAY CAMPUS AND EXTENSION CLASSES

Saturday Campus and Extension Classes are offered for those who are now teaching and wish to continue their educations during the regular school year. The contingent fee is six dollars per semester hour of credit and no activity fee is required. Not more than six semester-hours' credit can be earned in one semester by one who is doing full-time teaching.

Saturday Campus Classes are held on the campus on Saturdays (generally between 8:00 A.M. and 1:00 P.M.). Courses are arranged according to the demand for them as in-

licated by teachers who are interested. This is not extension work. It is credited as "residence" work. Classes are scheduled to enable one to earn as much as six semester-hours' credit each semester. Persons interested should write for a schedule of courses.

Extension Classes. For those too far from Indiana to attend Saturday Campus Classes, arrangements may be made for one or more courses by extension. Such courses may be offered at convenient centers when a sufficient number of students agree to take the same one or more courses. Teachers may earn as much as 25 per cent. of the credit needed for a four-year curriculum by taking courses in extension classes. If there is a demand for a certain course at any given place, a communication should be sent to the Director of Saturday Campus and Extension Classes.

CENTRAL-WESTERN EDUCATION CONFERENCE

Each fall the College sponsors a two-day educational meeting known as the Central-Western Education Conference. At this Conference western Pennsylvania educators assemble to discuss educational problems and hear nationally known educational leaders. Co-operating with the College in promoting the Conference are the newly formed convention district of the Pennsylvania State Education Association, Indiana County Teachers Institute, Indiana Borough teachers, Southwestern County Superintendents Association, County Principals Association, Parent-Teacher groups, and other professional and lay organizations concerned with problems of present-day education. Faculty and students of the College also participate actively in the programs of the Convention.

STUDENT ORGANIZATIONS AND ACTIVITIES

In order that students may have opportunities to develop their own avocational interests and desirable qualities of leadership, initiative, and co-operation, the College sponsors a great variety of student organizations.

STUDENT PARTICIPATION IN SCHOOL GOVERNMENT

Student Council. The Student Council co-operates with the administration in the consideration of school problems which pertain to scholarship, school life, community relationships, and professional development. During the 1941-42 school year the Student Council was formed in accordance with recommendations made by a group known as the Student Participation Committee. This committee, comprising both students and faculty, is a continuing body studying problems connected with student participation in school government, which recommends to the Student Council changes to be inaugurated. The Student Council is active in recommending changes of policy to the administration and improving student life in general.

Student Co-operative Association. The student activity fee paid by each student is used to finance the Student Co-operative Association. The activities of this organization include the sponsoring of musical presentations, lectures, entertainments, and intramural and inter-collegiate athletics. One of the items of expenditure is for the operation of the college bus. Frequent educational excursions are made to places of historical interest; occasional trips are taken to Pittsburgh to see dramatic presentations. Each student receives a copy of the college annual, "The Oak," and the college newspaper, "The Indiana Penn." The College Bookstore, under the management of this association, sells supplies to students and furnishes them books at a discount. During the past year the Student Co-operative Association furnished the funds for approximately 30 students to attend student conferences at various points in Pennsylvania and other states. Under the sponsorship of the Student Co-operative Association all-college dances are held each Saturday evening. These dances entail no expense for the student. In addition to these Saturday dances, students may dance for an hour after dinner on Mondays and Wednesdays. At each of these dances students and faculty act as hosts and hostesses.

The finances of the Student Co-operative Association are administered by the Finance Committee, composed of both students and faculty.

Resident Women's League. This organization, composed of all women boarding students, aids in directing the affairs of women students who live in the dormitories or cottages.

Men's Student League. This group, made up of all the men students, co-operates with the Administration in managing the affairs of men students.

Non-Resident Student League. This organization promotes social contacts and activities of non-resident students.

RELIGIOUS ORGANIZATIONS

Although the College is non-denominational, its authorities aim to make it a place of positive religious influence. In an effort to promote observance of Sunday, an evening vesper service is held, in which students are invited to participate. They are urged to attend the churches of their choice on Sunday and to be present at the weekly convocation at which a part of the time is given over to non-sectarian devotional activities. Four Sunday evenings each year the College and the churches of the community combine in bringing to Indiana outstanding ministers. Ralph Sockman of New York City, and Halford Luccock of the Yale Divinity School were speakers during the last year.

Through the Y.W.C.A. and the Y.M.C.A. students are afforded other avenues for experience in Christian living. These take the form of religious meetings, social functions, and opportunities for community service. Exchange programs with other colleges; attendance at regional conferences and the Eaglesmere summer convocations, and membership in the World Student Christian Movement provide opportunities for studying state, national, and world religious problems. In addition to these activities, many groups of students affiliate with the various churches in the community, thereby participating in the religious and social life of others of their own belief. Another opportunity for religious participation is given in a special non-sectarian Spiritual Life Program which extends over several days. Speakers and councilors from different denominations speak at convocations during this week and aid students in individual and group conferences.

LEONARD LITERARY SOCIETY

The Leonard Literary Society has a rich history in literary and dramatic activities dating from the personal inspiration of Jane E. Leonard whose name the society bears. Students and faculty together have sustained an average membership of seven or eight hundred.

The chief function of the Society at present is to present plays in which all students have an opportunity to try their histrionic talents. Recent years have seen the production of such outstanding three-act plays as "Our Town," "Journey's End," "What a Life!," "Personal Appearance," "Sun Up," "The Swan," "Death Takes a Holiday," and "Mr. Pim Passes By." Three full-length plays are given each year; one-acts are produced the first Monday of each month.

DEPARTMENTAL GROUPS

The Art Department sponsors the Art Club and the Tuesday Night Art Activities to stimulate and direct the interest in art both within and outside the Art Department.

The Department of Business Education provides for members of its department the Freshman Junior Chamber of Commerce and the Junior Chamber of Commerce. These organizations serve social and developmental purposes within the department. In the spring of each a year a Merchandise Fair is staged in the college gymnasium, affording the merchants of the community a chance to display their merchandise, and giving the students in Retail Selling the practice in arranging displays.

The Departments of Elementary and Secondary Education have clubs to stimulate interest in their fields and unite students with common interests.

The English Department sponsors the American College Quill Club to encourage creative literary activity; the Robinson Reading Choir for those interested in choral reading; the

Indiana Penn, a weekly newspaper, and The Oak, which is the College yearbook.

The Geography Department sponsors the Alpha Omega Geographers, a selected group of outstanding geography majors, which furthers professional work and social contacts in the field; and the Travel Club, composed of geography majors and other interested students, which holds no regular meetings, but instead takes one or two trips a year. Last year (1940-41) the Travel Club visited the Blue-Grass Region in Kentucky.

The Home Economics Department sponsors the Home Economics Club which aims to develop leadership, responsibility, and resourcefulness, and to provide opportunity for participation in professional and social activities. This local club is affiliated with the Pennsylvania State Home Economics Association and the American Home Economics Association.

The Music Department sponsors a large variety of activities, some required of music students, others elective. A few are open to all students of the school interested in music. These groups are the Music Club, Junior Choir, College Choir, Concert Band, Marching Band, Men's Glee Club, College Symphony Orchestra, and Women's Chorus.

The Physical Education Department during the last several years has enlarged its sports club program. At present, those students especially interested in a particular sport activity may band themselves together for the promotion of this sport. Under the direction of the Physical Education Department, in addition to the Red Cross Life-Saving Club, Bicycle Club and the Rifle Club, are found the Women's Athletic Association, which aims to promote interest and skill in sports, to develop a well-rounded athletic program, and to foster recreation and good fellowship; and the Women's Varsity "I" Club which organizes intramural activities for girls and supplies sport managers for W.A.A. activities. Other activities that lend themselves easily to club work are skiing, tobogganing, archery, and roller skating.

The Science Department sponsors the Biology Club which attempts to stimulate professional interest among the students

through association with each other in special problems, and to afford students an opportunity to follow special interests. The David C. Alter Scientific Society stimulates research in the field of physical sciences; the Out-of-Doors Club teaches students to enjoy the natural environment; and the Photography Club furthers interest in photography through supervised activities.

The Social Science Department sponsors the Inter-collegiate Conference on Government, which studies state and national problems and discusses these at a state meeting at Harrisburg; The International Relations Club, open only to Social Studies majors; and the Open Forum, open to all students interested in discussing national and international affairs.

CLASS ORGANIZATIONS

The four classes, Freshman, Sophomore, Junior, and Senior, have class organizations, hold social and professional meetings, and sponsor a formal dance each year.

FRATERNITIES

Honorary Fraternities. In 1928 a Chapter of Alpha Phi Gamma, a national honorary journalistic fraternity, was established on the campus. Its purpose is "to unite in a congenial group students who are interested in the higher forms of journalism." Membership is open only to those who have served on the staffs of college publications and who maintain a high scholastic standing. The Beta Gamma Chapter of Kappa Delta Pi, an educational honor fraternity open to both men and women, was inaugurated in 1928. Only juniors and seniors of high scholastic attainment are eligible to membership. Pi Omega Pi, an honorary national fraternity for men and women in business and commercial training, is represented on the campus by Kappa chapter, formed in 1929. Beta Chapter of Gamma Rho Tau, an honorary fraternity for men in Business Education, was organized in 1929. The Tau Chapter of

Kappa Omicron Phi, a national honorary home economics sorority, was established on the campus in June, 1940. All of these honorary fraternities are subject to the control of the Honorary Fraternity Council.

Educational Fraternities. Three national fraternities of professional character now have chapters at Indiana. The Phi Alpha Zeta Fraternity was organized as a national educational and social fraternity June 4, 1908. Alpha Chapter has been active on the campus as a local organization since 1927. Eta Chapter of Phi Sigma Pi, a national educational fraternity, was established at Indiana, April 30, 1929. It took the place of Omega Chi Fraternity, a local organization founded in 1909. The Pi Chapter of Sigma Tau Gamma, a national educational and social fraternity, was established on November 8, 1930.

Inter-fraternity Council. This small group made up of the president and sponsor of each fraternity, and the Dean of Men, meets occasionally to regulate inter-fraternity affairs.

SORORITIES

Educational Sororities. Six national professional educational sororities have chapters on the campus: Alpha Sigma Alpha, Sigma Sigma Sigma, Alpha Sigma Tau, Pi Kappa Sigma, Theta Sigma Upsilon, and Delta Sigma Epsilon. Only students who have completed sixteen semester hours of work with a C-grade average and no failures are eligible for membership. Sorority life offers opportunities for growth of congenial friendships and the fostering of the highest ideals of womanhood. Broadening contacts are furnished through association with alumnae members and inter-collegiate affiliations.

DIVISION OF ELEMENTARY EDUCATION

JOSEPH M. UHLER, Director of Division

Elementary Education prepares teachers for kindergarten-primary, intermediate, and rural schools, also persons with degrees in special fields who wish to be certificated in Elementary Education. At the completion of a four-year course a B.S. Degree in Education and Elementary Certification is granted to satisfactory students.

FEES AND EXPENSES

	Semester
Contingent Fee (payable in two installments).....	\$ 45.00
Housing Fee (payable in two installments).....	144.00
Activity Fee	10.00
Books, equipment, etc. (approximately)	25.00
	<hr/>
	\$224.00

(Also see pages 22-24.)

CURRICULUM IN ELEMENTARY EDUCATION

Sequence of courses subject to change for administrative purposes.

FIRST SEMESTER			SECOND SEMESTER		
	Clock Hours	Semester Hours		Clock Hours	Semester Hours
English I (including Li- brary Science)	4	3	English II	3	3
Fundamentals of Speech	3	3	Principles of Geography	3	3
Biological Science I....	4	3	History of Civilization ..	4	4
Health Education I (in- cluding Physical Edu- cation & Personal Hy- giene)	4	2	Biological Science II ...	4	3
Place and Purpose of Education in the Social Order (including School Visitation) ...	3	3	Health Education II (in- cluding Physical Edu- cation and Personal Hygiene)	4	2
Appreciation of Music ..	3	2	Appreciation of Art	3	2
	<hr/>	<hr/>		<hr/>	<hr/>
	21	16		21	17

THIRD SEMESTER

	Clock Hours	Semester Hours
Literature I	3	3
Economic Geography ...	3	3
General Psychology	3	3
Physical Science I	4	3
Electives	3	3
	—	—
	16	15

FOURTH SEMESTER

	Clock Hours	Semester Hours
Literature II	3	3
Educational Psychology.	3	3
Principles of Sociology or Principles of Eco- nomics	3	3
Physical Science II.....	4	3
Electives	4	4
	—	—
	17	16

FIFTH SEMESTER

U. S. History before 1865	3	3
Teaching of Reading ...	3	3
*Music I	4	2
*Art I	4	2
Curriculum in Arithmetic	2	2
School Law	1	1
Elective	3	3
	—	—
	20	16

SIXTH SEMESTER

History of Pennsylvania.	2	2
Teaching of English (in- cluding Handwriting).	4	3
*Music II	3	2
*Art II	3	2
Teaching of Health	2	2
U. S. History since 1865.	3	3
Elective	2	2
	—	—
	19	16

SEVENTH SEMESTER

Educational Measure- ments	2	2
Curriculum in Elemen- tary Science	4	3
Visual Education	2	1
Children's Literature and Story-Telling	3	3
Evolution of the Ameri- can Public School....	2	2
Ethics	3	3
American Government, Federal, State, and Local	3	3
	—	—
	19	17

EIGHTH SEMESTER

Student Teaching and Conferences	18	12
Curriculum Materials: Selection and Adapta- tion	4	3
	—	—
	22	15

* Students enrolled in the Elementary Curriculum must demonstrate in written and oral examinations a sufficient mastery of the knowledge and skills necessary to enable them to pursue these professional courses with profit; otherwise they will be required to take a preliminary course in the subject without credit.

SPECIALIZATION AND ELECTIVES

- 1. Students enrolled in the State Teachers Colleges may qualify for the degree of Bachelor of Science in Education by satisfactorily completing the basic elementary four-year curriculum, including twelve semester hours of electives, offered at the college at which the degree is to be conferred.
- 2. Students desiring to specialize in Early Childhood Education (nursery school, kindergarten, grades 1, 2, and 3), Intermediate Education (grades 4, 5, and 6), or Rural Education (grades 1-6 or 1-8) shall be required to complete satisfactorily the basic four-year elementary curriculum and meet the following specific requirements for the field of specialization desired.

	Clock Hours	Semester Hours
a. Early Childhood Education		
Early Childhood Education	3	3
*Students teaching in grades below fourth	18	12
Curriculum Materials:		
Selection and Adaptation for Early Childhood Grades	4	3
	—	—
Total	25	18
b. Intermediate Education		
Teaching of American History and Gov- ernment	3	3
*Student Teaching in intermediate grades	18	12
Curriculum Materials:		
Selection and Adaptation for Early Childhood Grades	4	3
	—	—
Total	25	18
c. Rural Education		
Rural School Problems	3	3
**Student Teaching under rural school conditions	18	12
Curriculum Materials:		

Selection and Adaptation to rural schools or in grades 1-6 or 1-8 under conditions approximating those in rural schools	4	3
	<hr/>	<hr/>
Total	25	18

3. Electives may be chosen from the following:

Child Adjustment	3	3
Child Psychology	3	3
Diagnostic and Remedial Instruction in Reading	3	3
Education for Family Living	3	3
Mental Hygiene	3	3
Safety Education	2	2
School Finance	2	2
Special Education	3	3
Speech, including Dramatics
Teaching of Arithmetic	3	3

and courses in academic fields and special curricula approved at the college in which the student is registered: provided that to achieve a breadth of background not more than six (6) semester hours may be selected from courses listed above except Speech including Dramatics, and not more than six (6) semester hours may be selected from any one academic field or special curriculum.

Elementary students interested in specialization in speech should refer to page 82 for more complete information.

All students are required to take part, without credit, in one physical-education activity each semester in which no physical education courses or student teaching are required. In addition to this, all students must take one other extra-curricular activity one semester each year.

* Three semester hours of the 12 required may be observation and participation in other age levels of the elementary field.

** Three of the 12 semester hours required may be observation and participation in the Early Childhood Education or Intermediate Education divisions.

DIRECTORY OF DESCRIPTIONS OF REQUIRED COURSES FOR THE ELEMENTARY CURRICULUM

ART	Description on Page
Appreciation of Art	127
Art I	128
Art II	128
EDUCATION AND STUDENT TEACHING	
Place and Purpose of Education in the Social Order	65
General Psychology	65
Educational Psychology	66
Teaching of Reading	68
Curriculum in Arithmetic	99
School Law	66
Teaching of English	80
Teaching of Health	94
Educational Measurements	66
Curriculum in Elementary Science	103
Visual Education	66
Children's Literature and Story Telling	68
Evolution of the American Public School	67
Ethics	67
Student Teaching	67
Curriculum Materials	67
ENGLISH	
Fundamentals of Speech	74
English I	74
English II	74
Literature I	74
Literature II	75
GEOGRAPHY	
Principles of Geography	88
Economic Geography	89
HEALTH EDUCATION	
Health Education I	93
Health Education II	94
MUSIC	
Appreciation of Music	180

Music I	180
Music II	180

SCIENCE

Biological Science I	102
Biological Science II	102
Physical Science I	105
Physical Science II	105

SOCIAL STUDIES

History of Civilization	112
Principals of Economics } or Principles of Sociology }	113
United States History Before 1865	116
United States History Since 1865	116
History of Pennsylvania	116
American Government	112

DIVISION OF SECONDARY EDUCATION

RALPH E. HEIGES, Director of Division

All students who are preparing to teach the academic subjects will follow the program of courses given below. In addition to the required courses each student must elect two fields of concentration from those offered: English, geography, French, mathematics, science, social studies, Spanish, and speech. The latter courses are taken where the program is marked "Electives."

FEES AND EXPENSES

	Semester
Contingent Fee (payable in two installments)	\$ 45.00
Housing Fee (payable in two installments)	144.00
Activity Fee	10.00
Books, equipment, etc. (approximately)	25.00
	<hr/>
	\$224.00

(Also see pages 22-24.)

CURRICULUM IN SECONDARY EDUCATION

Sequences of course subject to change for administrative purposes.

FIRST SEMESTER			SECOND SEMESTER		
	Clock Hours	Semester Hours		Clock Hours	Semester Hours
English I (including Li- brary Science)	4	3	English II	3	3
Fundamentals of Speech	3	3	Principles of Geography.	3	3
Biological Science I	4	3	Biological Science II . . .	4	3
Health Education I (in- cluding Physical Edu- cation and Personal Hygiene)	4	2	Health Education II (in- cluding Physical Edu- cation and Personal Hygiene)	4	2
Place and Purpose of Education in the Social Order, (including School Visitation) . . .	3	3	History of Civilization ..	4	4
Appreciation of Music..	3	2	Appreciation of Art . . .	3	2
	<hr/>	<hr/>		<hr/>	<hr/>
	21	16		21	17

THIRD SEMESTER

	Clock Hours	Semester Hours
Literature I	3	3
Economic Geography ...	3	3
General Psychology	3	3
Physical Science I	4	3
Elective	3	3
	—	—
	16	15

FOURTH SEMESTER

	Clock Hours	Semester Hours
Literature II	3	3
Principles of Sociology or Principles of Economics	3	3
Educational Psychology.	3	3
Physical Science II	4	3
Electives	4	4
	—	—
	17	16

FIFTH SEMESTER

American Government — Federal, State, and Local	3	3
School Law	1	1
Educational Measure- ments	2	2
Electives	10	10
	—	—
	16	16

SIXTH SEMESTER

Problems of Secondary Education	2	2
Guidance	2	2
Electives	13	13
	—	—
	17	17

SEVENTH SEMESTER

Evolution of the Ameri- can Public School....	2	2
Visual Education	2	1
Ethics	3	3
Electives	10	10
	—	—
	17	16

EIGHTH SEMESTER

Student Teaching and Conferences	18	12
Curriculum Materials:Se- lection and Adaptation	4	3
	—	—
	22	15

THE REQUIRED AND ELECTIVE COURSES IN EACH FIELD ARE INDICATED BELOW:

ENGLISH

Required: 12 sem. hrs.

English I	4	3
English II	3	3
Literature I	3	3
Literature II	3	3

Recommended: 6 sem. hrs.

English Philology	3	3
Advanced Composition.	3	3

Electives: 6 sem. hrs.

Shakespeare	3	3
World Literature	3	3
Modern Novel	3	3
Romantic Period	3	3
Victorian Prose and Poetry	3	3
Essay	3	3
Short Story	3	3
Eighteenth Century Literature	3	3
Pre-Shakespearian Literature	2	2
Contemporary Poetry .	2	2
Modern Drama	2	2
Journalism	2	2

LATIN

Recommended: 18 sem. hrs.

Latin I:		
Ovid and Virgil	3	3
Latin II: Livy	3	3

SPANISH

Recommended: 18 sem. hrs.

Spanish I:		
Elementary Spanish.	3	3
Spanish II:		
Elementary Spanish.	3	3
Spanish III:		
Intermediate Spanish	3	3
Spanish IV:		
Intermediate Spanish	3	3
Spanish V:		
The Nineteenth Century in Spain and Latin America	3	3
Spanish VI:		
Survey of Spanish and Latin American Literature from the Origins to the Nineteenth Century	3	3

FOREIGN LANGUAGES

FRENCH

Recommended: 18 sem. hrs.

French I: Beginning French	3	3
French II: Beginning French	3	3
French III: Elementary College French	3	3
French IV: Elementary College French	3	3
French V: Nineteenth Century	3	3
French VI: Nineteenth Century	3	3

GEOGRAPHY

Required: 6 sem. hrs.

Principles of Geography	3	3
Economic Geography .	3	3

Recommended: 12 sem. hrs.

Geography of the United States and Canada..	3	3
Geography of Latin America	3	3
Geography of Europe..	3	3
Geography of the Pacific Realm	3	3

Electives: 6 sem. hrs.

Climatology and Meteorology	3	3
Physiography	3	3
Conservation of Natural Resources	3	3
Field Course (to be approved)	3	3
Commercial and Industrial Geography	3	3
Trade and Transportation	3	3

MATHEMATICS**Recommended: 18 sem. hrs.**

Algebra	3	3
Trigonometry	3	3
Analytic Geometry ...	3	3
Calculus I	3	3
Calculus II	3	3
Statistics	3	3

Electives 6 sem. hrs.

Applied Mathematics ..	3	3
Algebra II	3	3
History of Mathematics	3	3
Tchg. of Jr.-Sr. High School Mathematics .	3	3
Synthetic Geometry ...	3	3

BIOLOGICAL SCIENCE**Required: 18 sem. hrs.**

Biological Science (Botany, Zoology)	8	6
Botany	8	6
Zoology	8	6

Electives for Biology**Field: 6 sem. hrs.**

Advanced Nature Study	4	3
Bacteriology	4	3
Comparative Anatomy .	4	3
Ecology	4	3
Embryology	4	3
Entomology	4	3
Genetics	3	3
Histology	4	3
Parasitology	4	3
Physiology	4	3
Hydrostatics	4	3
Industrial Chemistry ..	4	3
Magnetism and Electricity	4	3
Mechanics	4	3
Modern Physics	4	3
Organic Chemistry ...	4	3
Optics	4	3
Physical Chemistry ...	4	3
Physics Laboratory ...	4	3
Physiography	3	3
Physiological Chemistry	4	3
Qualitative Analysis ..	4	3
Quantitative Analysis .	4	3
Sound	4	3

PHYSICAL SCIENCE**Required: 22 sem. hrs.**

Physical Science (Chemistry and Physics) ..	8	6
General Chemistry	12	8
General Physics	12	8

Electives for Field of**Physical Science: 2 sem. hrs.**

Colloidal Chemistry ...	4	3
Descriptive Astronomy.	2	2
Food Chemistry	4	3
Geology	4	3
Heat	4	3

SCIENCE**GENERAL SCIENCE****Required: 24 sem. hrs.**

Biological Science (Botany, Zoology)	8	6
Physical Science (Chemistry, Physics)	8	6
Advanced Biology Courses	8	6
Advanced Physical Courses	8	6

CHEMISTRY

Required:	18 sem. hrs.
Physical Science	8 6
Inorganic Chemistry ..	8 6
Qualitative Analysis ..	4 3
Quantitative Analysis .	4 3
Electives:	6 sem. hrs.
Organic Chemistry ...	4 3
Physical Chemistry ...	4 3
Industrial Chemistry ..	4 3
Physiological Chemistry	4 3
Food Chemistry	4 3
Colloidal Chemistry ...	4 3

PHYSICS

Required:	12 sem. hrs.
Physical Science	8 6
Advanced Physics	8 6
Electives:	12 sem. hrs.
Mechanics	4 3
Heat	4 3
Magnetism and Electri-	
city	4 3
Hydrostatics	4 3
Optics	4 3
Modern Physics	4 3
Pneumatics	4 3

SOCIAL STUDIES

Required:	13 sem. hrs.
History of Civilization.	4 4
Sociology	3 3
Economics	3 3
American Government .	3 3
Recommended:	9 sem. hrs.
History of U. S. I (U. S.	
History before 1865)	3 3
Social and Industrial	
History of the U. S..	3 3
Modern European His-	
tory	3 3
Electives:	3 sem. hrs.
Early European History	3 3
Principles of Economics	3 3
Principles of Sociology.	3 3
History of Latin Amer-	
ica	3 3
Comparative Govt....	3 3
Evolution of Social In-	
stitutions	3 3
History of England ...	3 3
History of the Far East	3 3
History of Pennsylvania	3 3
Ethics	3 3
Renaissance and Refor-	
mation	2 2
Industrial Relations ...	3 3
Constitutional History	
and Law	3 3
History of Philosophy..	3 3
Social Problems	3 3

All students are required to take part, without credit, in one physical education activity each semester in which no physical education courses or student teaching are required. In addition to this, all students must take one other extra-curricular activity one semester each year.

EDUCATION

JOSEPH M. UHLER, Head of Department

RALPH B. BEARD

GUY PRATT DAVIS

HAROLD L. CAMP

JAMES E. EICHER

TOBIAS O. CHEW

LILLIAN I. MCLEAN

PAUL A. RISHEBERGER

The Education Department through its courses furnishes the ground work for the professionalization of the content of other courses. Thus, the Education Department serves the entire school. It touches every student in every department and thereby makes the College a professional school. The Laboratory and Demonstration School is the workshop where the educational philosophy taught in the College is put into practice. The Laboratory and Demonstration School and the educational work of the College are under the same administration, thereby establishing the closest relationship possible.

*CORE COURSES

Place and Purpose of Education in the Social Order

3 semester hours credit

In this, the student's first course in Education, the emphasis will be placed upon American Schools as the main support of our American way of life and the perpetuation of democratic principles of government. The course leads from a brief history of educational systems of the past to a careful consideration of the major functions of education in the contemporary society of today. Present-day challenges to both our schools and to society will be studied in detail. Adequate observations in the Laboratory School lend concreteness to the principles discussed in class.

General Psychology

3 semester hours credit

This course, a prerequisite to all other psychology courses, is a preview of the science of human activities with emphasis

* Courses required in the Elementary and Secondary Education curricula.

on the activities of the individual. It introduces the student to the aim and methods of psychology, some general principles, individual differences, intelligence, personality, remembering, learning, motivation, feelings and emotions, the sense organs, observation, attention, thinking and imagination, and mental conflicts.

Educational Psychology

3 semester hours credit

This course involves a study of the educational aspects of psychology. It includes the psychology of learning, the nature and measurement of intelligence, the psychology of individual differences and applications thereof to the educative process, the psychology of school subjects, and the psychology of adjustment. An eclectic viewpoint is presented.

School Law

1 semester hour credit

The purpose of this course is to familiarize the prospective teacher with the legal phases of the Pennsylvania school system. The laws concerning health, attendance, contracts, certification, districts, directors, financial support, etc., will be considered.

Educational Measurements

2 semester hours credit

This is an introductory course in educational measurements designed to acquaint the students with the elementary statistical techniques used in measurements; with the construction and use of different types of objective tests; and with standard tests in the several fields, their uses as related to instruction, and the criteria for their evaluation. Laboratory work in scoring papers, in tabulating, recording and graphing, and in the interpretation of the test results are considered an integral part of the course.

Visual Education

1 semester hour credit

This is a core course required of all students before a permanent certificate will be granted by the Commonwealth of Pennsylvania. Its purpose is to prepare teachers to know how and when to use visual and other sensory aids. Techniques for the use of the various visual-sensory aids will be stressed.

Evolution of the American Public School

2 semester hours credit

This course presents a study of the European influence on early American education; a development of the various types of schools and their modifications as influenced by educational movements at home and abroad; and the leaders connected with these movements. Special attention will be given to the development of the Pennsylvania system and its present organization.

Ethics

3 semester hours credit

The purpose of this course is to aid prospective teachers in the formulation of concepts of high standards of conduct in relation to all phases of life. The course will be introduced by a brief consideration of the historical development of ethics, followed by giving careful thought to numerous phases of individual, social, political, economic, and professional conduct. Special emphasis will be given to the study of the professional ethics of teaching. Various codes and articles will be carefully analyzed.

Curriculum Materials: Selection and Adaptation

3 semester hours credit

The purpose of this course is to broaden the concept of subject matter and to give the beginning teacher a sense of values which can be used in the selection of educative experiences. It aims also to teach him through guidance in his planning and teaching, how to organize, motivate, and carry out these experiences in child learning. The course is given concurrently with student teaching.

Student Teaching

12 semester hours credit

Each student is required to teach full time for one semester. The teaching is done in the Laboratory and Demonstration School, and in the co-operating public schools under college supervision. A gradual induction into the process of teaching is given by supervising teachers. The student is expected, as a result of the course, to be able to take complete charge of a teaching position and to adjust to the school system in which he may teach after graduation. See page 31 for eligibility requirements.

REQUIRED COURSES FOR ELEMENTARY EDUCATION STUDENTS

Teaching of Reading

3 semester hours credit

This course includes a study of the historical background, the application of the psychology of learning, research, selected system of reading, measurement, and specific objectives and methods at each level. Many observations are made in the Laboratory and Demonstration School. The course is a prerequisite to student teaching and should follow three hours, preferably six, of psychology.

Early Childhood Education

3 semester hours credit

The course in Early Childhood Education has the following objectives: to develop an appreciation of the importance of maturation and development upon education in the first 11 years and the advancements which have been made, to show the value of experience as a basis of growth, to provide an understanding of the value of organized knowledge used in relation to recognized needs, to place emphasis on the importance of providing a proper environment where children may be happy and undisturbed in natural growth and where the educative process has favorable opportunity for functioning.

Children's Literature and Story Telling

3 semester hours credit

This course is planned to give elementary teachers a thorough knowledge of the materials which will introduce children to the emotional and historical experience of the race included in its literature. Some of the knowledges, skills, and techniques the prospective teacher should possess are: knowledge of children's interests in books at various levels of development, ability to judge a book for its merits and its appeal to children, acquaintance with the various sources of books — lists, bibliographies, etc., wide reading of books suited to the various levels, ability to tell or read a story or poem to children acceptably, techniques for building children's interests and for helping children gain in appreciation so that they will prefer books of increasingly higher quality.

REQUIRED COURSES FOR SECONDARY EDUCATION STUDENTS

Problems of Secondary Education 2 semester hours credit

This course involves a consideration of the practical problems of development, organization, and management as they affect the secondary-school teacher at work. Prospective high-school teachers should be familiar with the problems in education which are peculiar to children at the secondary level. The course will consider in detail such problems as disciplinary situations, student participation in school control, the changing curriculum, extra-curricular activities, marks and marking, etc.

Guidance 2 semester hours credit

This course presents the need for and the nature of guidance in the secondary school together with the concepts, kinds, and methods of guidance. The use of tests in guidance is demonstrated by a battery of tests administered to members of the class. Emphasis is placed upon the functional aspects of guidance in educational and vocational fields; in personal, social, and civic development; and in recreational and health habits. The three-fold function of the course aims at guidance, education for competence, and placement. Prerequisite: Educational Measurements.

ELECTIVES

Adolescent Psychology 2 semester hours credit

This course is a study of research and the conclusions to be drawn therefrom in the areas of personality, emotions, social adjustment, character development, problems of morality and religion, attitudes, interests, home adjustments, school adjustments, and mental hygiene. Prerequisite: General Psychology.

Child Adjustment 3 semester hours credit

This course involves five phases of study: the psychological bases of behavior and adjustment; the forms or patterns

of adjustment and maladjustment; personality traits and their measurement, together with a study of the factors conditioning personality development and integration; the principles and procedures of positive mental hygiene; and the functional application of these principles to classroom situations and problem cases. This course is designed especially for the student of the elementary curriculum. Readings, reports, case studies, and institutional visitations comprise the work. Prerequisites: General Psychology, Educational Psychology.

Child Psychology

3 semester hours credit

This course purposes to study the child as a behaving and maturing organism; to acquire information as to the origins and beginnings of child behavior and the patterns whereby such behavior becomes manifest in the course of development and learning; to gain a functional knowledge of childhood behavior and activities which per se are both scientifically interesting and meaningful; to gain a mastery of those facts and principles which will aid in a better understanding of many later adult problems and dynamisms, a knowledge of which should not only render the child's educative process more significant but lead to his greater happiness and progress as well; and to apply the principles of learning to the child's educative process. Observations of children and case studies are made. Prerequisites: General Psychology, Educational Psychology.

Civic Education

3 semester hours credit

The purpose of this course is to give the prospective elementary teacher a comprehensive understanding of present-day civic problems, a well formulated philosophy of civic education, and a knowledge of materials of instruction and methods of procedure in civic education.

Diagnostic and Remedial Instruction in Reading

3 semester hours credit

The fundamental objectives of this course are to enable the classroom teacher adequately to diagnose reading disabilities and to apply proper corrective procedures. The nature of the reading process and the methodology of reading instruction are presented in relation to the causes and the prevention

of reading difficulties. Group tests of achievement and capacity and individual diagnostic tests and instrumentative techniques are demonstrated through actual disability cases. Emphasis is placed upon case studies in both diagnosis and remediation. Each student is required to do individual testing. Techniques for diagnosing both silent and oral reading are presented and causes of difficulties investigated. Basic principles, materials, and organization for remedial reading are considered in their relation to effective teaching. Prerequisites: The Teaching of Reading, Educational Measurements.

Mental Hygiene

3 semester hours credit

The fundamental purpose of this course is to gain an understanding of the ways and means of individual orientation toward human happiness and adjustment. It endeavors to develop a background for the study of human conduct and to gain an understanding of the foundations of human behavior as to their origins and modifications. This course is designed especially for students in secondary education, business education, art, music education, and home economics who desire further insight into the problems of the adjustive process. Prerequisites: General Psychology, Educational Psychology.

Philosophy of Education

2 semester hours credit

In this course an effort will be made to develop attitudes toward educational and social problems. Modern theories of education will be considered as to their historical development; their foundation in science and philosophy; their basis in social, economic, political, and educational conditions; and their implications for school practice with special reference to curriculum, method, administration, and supervision.

Special Education

3 semester hours credit

The purpose of this course is to gain a functional understanding of the various types of psychological and sensory deviates, theoretical and practical, both as concerns the genesis of their adjustment processes and patterns of behavior; their treatment and management; and the guiding principles and laws for their instruction and rehabilitation. The general content involves a study of the principles underlying the treat-

ment, management, and instruction of the several types of children as concerns special education and the review of case studies as illustrative procedures. Prerequisites: General Psychology, Educational Psychology, Child Psychology.

THE PSYCHO-EDUCATIONAL BUREAU

The purpose of the Psycho-Educational Bureau is to aid the public and private schools of the service area, the College Laboratory and Demonstration School, and the students of the College in the diagnosis and prognosis of difficulties, in the follow-up programs of testing, and in the setting-up of remedial measures. It is specifically concerned with individual and group intelligence testing, the measurement of educational achievement, discernment of special abilities and disabilities, testing the sensory functions, the determination of levels of adjustment and the diagnosis of personality integration, diagnosis and remedial treatment of speech problems, and guidance and counseling of college students.

A special function of this Bureau is to aid college students who are below standard in their reading ability. This is done through individual instruction.

Practicum in Psychological Clinic

Variable Credit

It is the purpose of this course to offer preparation in clinical practice and techniques to those individuals who desire the basic preparation in the special fields of testing. In general, the work involved will include case studies; giving, scoring, and interpreting tests; personality inventories; and the use of clinical instruments. Specifically, the areas offered are: mental tests, personality inventories, aptitude tests, diagnostic achievement tests, and interest inventories.

ENGLISH

RHODES R. STABLEY, Head of Department

HELEN F. EGELSTON

CARLETON C. JONES

RUTH KNOWLES

LOUISE A. MACDONALD

CARRIE BELLE PARKS NORTON

REBA NILES PERKINS

EDNA LEE SPROWLS

MARGARET I. STITT

Through its core courses required of all students, the English Department offers service to the whole college. Individual students who are especially weak in English mechanics are afforded the additional opportunity of remedial work in the English Laboratory. By regular attendance at the Laboratory a student may maintain and improve his language skills; or by occasional attendance he may secure help in a temporary difficulty.

Because of the need of good English by teachers of all subjects, candidates for student teaching are required to reach a satisfactory standard in both oral and written expression. (See page 31). At the end of the sophomore year, therefore, a general English examination is given to all students to determine their competency in these matters.

A student wishing to offer English as his first field of specialization must obtain twenty-four semester hours of credit. As a second field of specialization a student must have eighteen semester hours credit. However, these are in a sense minimum requirements. Anyone interested in adequate preparation should, through the judicious selection of electives, secure a wide background in the various fields included in English teaching in secondary schools. Most universities, furthermore, require at least thirty hours of undergraduate work in English as prerequisite to graduate study for advanced degrees.

The English Department recently added to its staff a specialist in speech correction. Individual attention is now given to those students with specific speech difficulties. Different forms of hesitancy, inaccuracy, and inadequacy are discovered and remedied before candidates are recommended for teaching positions.

To meet a growing need in the public schools, Indiana is now authorized to offer a Speech Curriculum leading to certification on the basis of 18 semester hours. In addition, courses are offered in Speech Correction. Students in both elementary and secondary curricula, by utilizing free electives, may add Speech to their certificates.

*CORE COURSES

Fundamentals of Speech 3 semester hours credit

Designed to give students training in the fundamentals of oral expression, the work of this course is presented in the following units: voice, diction, phonetics, posture, original speech-making, interpretative reading, play production, and parliamentary practice.

English I 3 semester hours credit

Although primarily an introductory course in composition, this work emphasizes reading habits, interests, and skills. Five types of activities are prominent: seeing clearly persons, objects, and ideas; learning words and using them sensitively; diagnosing errors and learning how to correct them; writing original compositions; and developing good reading habits.

English II 3 semester hours credit

This is a continuation of English I. In addition, however, considerable attention is given to the writing of long papers. Such problems as the following are considered: collecting authoritative material; arriving at defensible generalizations; treating evidence objectively; arranging and presenting pertinent data in an orderly manner.

Literature I 3 semester hours credit

The work is planned to help students read more widely and more enjoyably; to understand and evaluate what they read; to discover the ethical and social implications of literary products; and to develop more discriminating tastes. Al-

* Courses required in the Elementary and Secondary Education curricula. Exemptions from English I, English II and Literature I are granted to exceptional students on the basis of annual tests. Exemptees are required to take advanced courses in the field.

though the principal content of the course is selected largely from contemporary British writing, students are encouraged to read independently, to discover literary preferences, and to establish satisfactory habits of leisure reading. Prerequisite: English I.

Literature II

3 semester hours credit

This course aims to help students read more intelligently in the field of American literature. Materials are selected from the whole range of our national literature, but special emphasis is put upon contemporary work as it tends to reflect and interpret contemporary American life. An attempt is made to give students as wide a reading experience as possible and to stimulate them to continue their acquaintance with the field. Prerequisite: Literature I.

**COURSES RECOMMENDED FOR SPECIALIZATION
IN ENGLISH**

In addition to these core courses, most students desiring certification in English ought also to elect Advanced Composition and English Philology. The English Department will rarely recommend for certification any student who does not have credit for these two courses. Permission to register must be obtained from the head of the department and will be granted only to those who have already made a satisfactory record in the core courses. Students with grades below C in English should not attempt to pursue advanced work in this department.

Advanced Composition

3 semester hours credit

An advanced course in writing, it is not in any sense remedial in nature. It includes, in addition to much free writing, a careful consideration of the following problems: writing as an art; self-criticism as a basis for self-improvement in writing; techniques of report writing; and requirements of professional letters. Prerequisites: Core Courses, and permission of the head of the department.

English Philology

3 semester hours credit

Designed to give students an understanding of the technical aspects of modern English grammar and usage, this course includes the following topics: history of the English language, derivations, dictionary study, vocabulary building, techniques of linguistic research, factors determining acceptable usage, relation of phonetics to pronunciation, relation of phonetics and syllabification to spelling, factual grammar as an organized body of knowledge, and teaching methods appropriate to the presentation of grammar from its functional aspects. Prerequisites: Core Courses, and permission of the head of the department.

ELECTIVE COURSES**Shakespeare**

3 semester hours credit

This course includes a careful analysis of a few selected comedies, tragedies, and chronicle plays; a reading and discussion of many others; and a brief historical survey of the Elizabethan age sufficient to provide background for an adequate understanding of Shakespeare's work generally. Prerequisites: Core Courses in English.

World Literature

3 semester hours credit

Extensive reading of foreign literature in translation, with special attention to the work of modern writers, forms the basis of this course. Such early classics as are needed to form a background for the understanding and appreciation of the literature of other countries are also read and discussed. There is a loose grouping of the course materials by nationalities so as to make possible a study of common problems, temperaments, and literary characteristics. Prerequisites: Core Courses in English.

Modern Novel

3 semester hours credit

The work includes the rapid reading of many novels and the detailed reading of a few to discover changes, tendencies, contributions, and developments. There are three main purposes: to develop discrimination, to formulate bases for criti-

cism, and to interpret present-day literature in terms of historical antecedents. Prerequisites: Core Courses in English.

Romantic Period in English Literature

3 semester hours credit

Principally a study of selected works of Wordsworth, Coleridge, Byron, Shelley, Keats, Scott, and Lamb, this course includes materials of value in understanding the social, philosophical, religious, artistic, and intellectual problems of the period. Prerequisites: Core Courses in English.

Victorian Prose and Poetry

3 semester hours credit

In addition to wide reading in the literature of the Victorian period, this course demands enough background study to interpret the work of such writers as Carlyle, Ruskin, Huxley, Newman, Arnold, Tennyson, and Browning. Emphasis is placed not only on the art of these writers, but also on the philosophical and social implications which their work holds for the present age. Prerequisites: Core Courses in English.

Essay

3 semester hours credit

Noteworthy essays of the past and present are studied here. Content is selected principally from British and American writings, but important foreign contributions are also included whenever they can be obtained in good translations. Students are afforded an opportunity to enrich their own creative experiences by the occasional writing of familiar essays. Prerequisites: Core Courses in English.

Short Story

3 semester hours credit

The short story is studied as a distinctly modern form of expression. Hence, materials are drawn largely from the work of contemporary writers. Sufficient attention is devoted to the history of the short story to enable the student to understand latest developments. Prerequisites: Core Courses in English.

Eighteenth Century in English Literature

3 semester hours credit

Materials are selected to reflect the prevailing characteristics of literary thought and form in the eighteenth century.

Such writers as Addison, Steele, Dryden, Pope, and Johnson are studied as expressing the main social, political, and artistic movements of the times. Prerequisites: Core Courses in English.

Pre-Shakespearean Literature 2 semester hours credit

Concerned with a study of the more important English literature from Beowulf to Shakespeare, this course places special emphasis on the works of Chaucer and Spenser. Because of the archaic quality of the literary diction and subject matter of this period, part of the work is devoted to a study of the development of the English language from its Anglo-Saxon beginnings to the close of the sixteenth century. Prerequisites: Core Courses in English.

Contemporary Poetry 2 semester hours credit

This course is planned primarily to acquaint students with the best work of such contemporary British and American poets as Hardy, Housman, Yeats, Noyes, "AE", De La Mare, Masfield, T. S. Eliot, Robinson, Frost, Sandburg, Lindsay, Teasdale, Millay, Jeffers, and MacLeish; and of the older poets, Walt Whitman and Emily Dickinson, since they also reflect the modern spirit. The subject of how poetry should and should not be read and studied, considered in relation to what is liked and disliked by children, is also discussed and demonstrated. Only such historical, biographical, and technical matters are dealt with as contribute definitely to an appreciation of the poets read. Prerequisites: Core Courses in English.

Modern Drama 2 semester hours credit

Reading of important modern dramas, together with a brief survey of the historical development of dramatic literature from its beginnings to the present time, forms the basis of this course. Attention is directed to plays appropriate for reading and producing in junior and senior high schools. Prerequisites: Core Courses in English.

Journalism 2 semester hours credit

The course is designed to afford students some experience in the main processes of producing a school paper. In

addition to much practice in writing news, editorials, features, and miscellaneous articles, students will have the opportunity to study journalistic styles, newspaper standards, factors involved in freedom of the press, and newspaper ethics. No prerequisites, open to freshmen only by permission.

Radio in Education I

2 semester hours credit

Designed to provide a better understanding and appreciation of the possibilities of radio in education, this course emphasizes the development of effective radio techniques in classroom listening and in studio production. Radio performing, announcing, and script writing are given much attention; some practical workshop experience is afforded through regular broadcasts from the campus studio over Radio Station WHJB, Greensburg. No prerequisites. Credit given toward English certification when it is the first field of specialization.

Radio in Education II

2 semester hours credit

In this course the student is given the opportunity to gain intensive and extensive studio experience in the regular Radio Workshop broadcasts over Station WHJB, Greensburg. The work aims to develop leadership, responsibility, and originality. Prerequisite: Radio in Education I. Credit will be given toward English certification when it is the first field of specialization.

Play Production

2 semester hours credit

Workshop experience in the production of both one-act and three-act plays is the principal aim of this course. During the semester each class member is cast in one or more performances. Much opportunity is afforded for the development of technical skills necessary in successful play production. Practical work is supplemented by guided reading and discussion of the works of modern authorities. No prerequisites. Credit will be given toward English certification when it is the first field of specialization.

Choral Speaking

3 semester hours credit

This work is designed to develop in prospective teachers the ability to inspire children to greater efforts in mastering

the English language. Vigorous articulation, good enunciation, and flexible vocalization are constantly stressed. This beginning course will include work in rime, tone control, and individual interpretation of poetry. An important aim is to stimulate appreciation and artistic expression through communal voicing of poetry. No prerequisites.

Photoplay Appreciation

1 semester hour credit

The motion picture is treated as a contemporary art form with special significance for English. Various aspects of screen production—story selection, plot development, directing, acting, settings, photography, sound, etc.—are discussed for the purpose of developing standards, improving taste, and stimulating the critical powers of the student. This course prepares the teacher to handle units in motion picture appreciation included in the state course for high schools. No prerequisites.

Teaching of English

3 semester hours credit

This course covers teaching of composition in the elementary grades. Contact with the Laboratory and Demonstration School provides abundant opportunity for observation of principles in action under expert guidance. Materials include: results of recent research in language and creative activities; study of outstanding elementary curricula; and application of teaching principles to units of work prepared by students. Prerequisites: Core Courses in English.

Recent Trends in the Teaching of English

3 semester hours credit

Surveying contemporary methods of teaching composition in secondary schools, this course is given practical emphasis by means of its close relationship to the work of the Laboratory and Demonstration School which provides observation of and participation in real classroom situations. Materials include: study of research in usage and minimum essentials, sources of composition materials, methods of teaching creative writing, and suggestions for handling socially useful activities in speech and communication. Prerequisites: Core Courses in English.

Recent Trends in the Teaching of Literature

3 semester hours credit

A survey of contemporary methods of teaching literature in the secondary schools, this course is carried on in co-operation with the work of the Laboratory and Demonstration Schools. Students familiarize themselves with the materials read in secondary schools and plan units for the presentation of different types of literature. The course involves a study of the selection of appropriate literature to meet varied pupil needs and interests, a study of research in extensive and intensive reading practice, and an investigation of available tests and other helps to teachers. Techniques of remedial reading for junior and senior high schools are explored in co-operation with the Psycho-Educational Bureau. Prerequisites: Core Courses in English.

SPEECH CURRICULUM

The speech curriculum has been added primarily to train teachers to speak well. Those who wish to study speech, to teach it and coach speech activities, can now meet the requirements for certification either in the elementary or secondary curriculum. Courses in speech correction authorized by the state will be given as deemed advisable.

Speech Clinic is offered for service to those students in college who need help in correcting dysphemia, dyslalia, and many other functional disorders. For those students majoring in speech, methods in clinic technique will be presented. The clinic is given with the full co-operation of the Psycho-Educational Bureau in the new Laboratory School.

SPEECH CURRICULUM

REQUIRED OF ALL FRESHMEN

	Clock Hours	Semester Hours
Fundamentals of Speech	3	3
(This course may not be counted in the 18-hour minimum required for certification)		

REQUIRED FOR ELECTIVE FIELD IN SPEECH

Speech Problems	3	2
Play Production	3	2
Interpretative Reading	3	2
Phonetics	2	2

ELECTIVES

In addition to the required courses listed above, a minimum of ten hours will be elected from the following:

Community Dramatics and Pageantry	3	2
Stagecraft and Scenic Design	4	2
Costuming and Make-up	3	2
Creative Dramatics	2	2
Psychology of Speech	3	3
Speech Pathology	3	3
Speech Clinic I	4	2
Speech Clinic II	4	2
Argumentation and Debate	2	2
Voice and Diction	2	2

FOREIGN LANGUAGES

EDWARD W. BIEGHLER, Head of Department

The objectives of the Department of Foreign Languages are twofold: the preparation of teachers in the various language fields; and the presentation of those languages and the cultures they represent to the non-specialist who wishes to broaden his general education by some immediate contact with them.

In recognition of this double function the basic courses in the elementary and intermediate areas of Spanish and French are designed primarily for the general student. In them the central objective is the attainment of a maximum reading ability. The formalities of grammar are reduced to their functional minimum; oral drill serves to insure a fairly accurate pronunciation and to encourage automatic response to recurring basic phrase-units. In advanced courses sufficient attention is given to those mechanics of the language necessary for its active use to afford adequate preparation of the prospective teacher; here, also, grammar is presented functionally through the medium of constant free composition. These courses are conducted, so far as possible, in French or Spanish.

The Department of Foreign Languages attempts to correlate its work in Spanish especially with the Departments of Music Education, Business Education, Art, and other courses that present cultural phases of Hispanic America.

A student offering a language as the first field of specialization must have a minimum of 24 hours in that language—18 hours as listed under recommended courses, and six hours chosen from electives. A student offering a language as a second field of specialization must have a minimum of 18 hours of credit. If possible, a language specialist should have at least the elementary work in a related language. Further courses will be offered as occasion demands.

FRENCH**COURSES RECOMMENDED FOR
SPECIALIZATION IN FRENCH****French I and II** (Beginning French)

3 semester hours credit each

French III and IV (Elementary College French)

3 semester hours credit each

This lower division sequence I-IV covers the essentials of the language, and should lead to the acquisition of sufficient vocabulary to permit facile reading of standard modern French. Reading material is chosen, in part, on a basis of social content; it affords an introductory survey of French history and civilization. There are additional collateral readings in English. Literary readings from 1850 to the present time will be chosen on a basis of interest and pedagogical merit.

Students who present one year of high-school French should take French II; those who present two years of high-school French should take French III.

**French V and VI: Nineteenth Century and Contemporary
French Prose and Poetry** 3 semester hours credit each

This sequence aims to present a coherent survey of the literary history of the nineteenth century, with due consideration of the social factors and events underlying it. The first course of the sequence studies the Romantic movement in France as a literary and social phenomenon, and as a specific manifestation of a wider European trend. The second course traces the realistic reaction and its social roots. There is continued stress on the mechanics of the language.

ELECTIVE COURSES**French VII: Outline Course in French Literature**

3 semester hours credit

This course offers a survey of the main currents of the general literary history of France, with emphasis on the seventeenth and eighteenth centuries. The eighteenth century so-

cial philosophers are studied with specific reference to subsequent social trends.

French VIII: The French Novel 3 semester hours credit

A rapid survey of the development of the novel in France from its origins to the present time, with particular emphasis on the recent novel as a reflection of the contemporary and near-contemporary scene.

LATIN

COURSES RECOMMENDED FOR SPECIALIZATION IN LATIN

Latin I (Ovid and Virgil) 3 semester hours credit

The course includes study through lectures, references, and discussion of the place of Latin culture in the modern world; reading from the works of Virgil and Ovid; and study of essential vocabulary and grammar to facilitate reading.

Latin II (Livy) 3 semester hours credit

This is a study of the development of Graeco-Latin culture and its environment which includes reading part of Livy's History of Rome, with simple composition based on the content of the lectures and reading text as an aid in mastering grammar.

SPANISH

COURSES RECOMMENDED FOR SPECIALIZATION IN SPANISH

Spanish I and II: Elementary Spanish

3 semester hours credit each

Spanish III and IV: Intermediate Spanish

3 semester hours credit each

The objectives and methods of these course sequences parallel those of French I-IV.

Spanish V: Introduction to Spanish Literature

3 semester hours credit

This course presents a rapid survey of the main currents of the literary history of Spain and Hispanic America, with particular stress on the literature of the Golden Age.

Spanish VI: Spanish Conversation 3 semester hours credit

This course is designed to advance the student in the basic practical mechanics of the language. Material is drawn largely from nineteenth century Spanish literature and the course constitutes an elementary survey of the literary and social history of that period.

ELECTIVE COURSES**Spanish VII: Advanced Spanish Conversation**

3 semester hours credit

This course is designed to give the student greater facility in understanding, speaking, and writing the Spanish of today. The content is based entirely on recent history, customs, and manners of the Hispanic regions. Special attention is given to current periodical literature.

Spanish VIII: Commercial Spanish 4 semester hours credit

A course designed to present a basic technical and commercial vocabulary and the commonplaces of commercial usage and correspondence. The factual content stresses Latin America.

Spanish IX and X: Spanish American Literature

3 semester hours credit each

A survey of nineteenth century and contemporary literary and social trends. This course is best taken in conjunction with Latin American History, or the Geography of Latin America.

Spanish XI and XII: Contemporary Spanish Drama

3 semester hours credit each

A general view of recent dramatic trends in Spain and Hispanic America. Plays chosen for reading will interpret characteristic modes of thought, and customs and manners of the various Hispanic countries.

GEOGRAPHY

LAWRENCE C. DAVIS, Head of Department

PAUL H. BOYTS

NORAH E. ZINK

The geography department at Indiana functions principally in the Elementary and Secondary Divisions. In the secondary, it provides specialists in geography with the knowledge, skill, and ability to present geographic education on the secondary level. For primary and intermediate students geography is planned and presented to give these students in the elementary curriculum the fundamentals needed to present to young children the understandings of peoples so necessary for peace and progress. Principles of Geography and Economic Geography are fundamental to both curricula, while Geography of United States and Canada, Geography of Latin America, Geography of Europe, Conservation of Natural Resources, and Geography of Pacific Realm are taught especially for either secondary or elementary students in classes where attention is given to the particular needs of each group. Electives are Field Geography, Climatology and Meteorology, Conservation of Natural Resources, Physiography, Geography of Pennsylvania, Commercial and Industrial Geography, and Trade and Transportation.

Twenty-four hours of work are required for the first field of specialization in geography, and 18 hours when offered as a second field of specialization.

The geography work includes lectures, assigned readings, class discussions, and conferences. Much of the work, however, consists of individual and group laboratory projects, field trips, field work, and observation work in the Laboratory and Demonstration School.

*CORE COURSES

Principles of Geography

3 semester hours credit

This is an introductory course which develops an understanding of geography as the science of interrelationships be-

* Courses required in the Elementary and Secondary Education curricula.

tween man and his natural environment through a study of world patterns of human occupance and related patterns of soil, climate, vegetation, topography, and mineral resources.

Economic Geography

3 semester hours credit

This course develops an understanding of world patterns of producing and consuming regions, world-trade movements, population distributions, national aggregations, and the related natural factors, thus furnishing a background for the study of regional geography and for teaching geography. Prerequisite: Principles of Geography.

The core courses are required as prerequisites for all other courses in geography, except by special arrangement.

COURSES RECOMMENDED FOR SPECIALIZATION IN GEOGRAPHY

Geography of the United States and Canada

3 semester hours credit

This course provides an intensive study of (1) the geographic regions of these two countries, (2) the political units, (3) the interrelationships between these sections and other parts of the world.

Geography of Latin America

3 semester hours credit

This is a study of regional adjustments to the natural environmental factors in Middle and South America, with special emphasis on Pan-American relations and understandings.

Geography of Europe

3 semester hours credit

In this course an intensive analysis and investigation of the natural, political, and economic regions of Europe goes forward concurrently with an investigation of the position of Europe in world affairs.

Geography of the Pacific Realm

3 semester hours credit

This course is an intensive investigation of the natural factors functioning in the geographic, economic, and political

regions of Asia, Australia, and the Islands of the Pacific in the light of their function in the evolution of national and economic problems.

ELECTIVES FOR ELEMENTARY STUDENTS

Geography of the United States and Canada (Elementary)

3 semester hours credit

In this course a study is made of the distribution of people, the patterns of land utilization, and the reasons for both of these in the United States and Canada. Human-use regions form the basis of study, and an understanding is gained of these two countries.

Geography of Pacific Realm (Elementary)

3 semester hours credit

This course comprises a study of the human-use regions of Asia and the Islands of the Pacific in which the relationship between man's activities and his natural environment is shown. Other items, such as the standard of living, cultural traits of the people, etc., are considered in their relation to man's activities.

In both of the above courses special attention is given to the needs of elementary teachers in the matters of unit organization, selection of materials, and teaching techniques in geographic education.

Conservation of Natural Resources (Elementary)

3 semester hours credit

This course considers the natural resources of our country, the present use of them and means for conserving or increasing them. Special attention is given to conservation problems adapted to study in the elementary school. Field trips are taken, units are written, and materials are collected.

ELECTIVES

Climatology and Meteorology

3 semester hours credit

This course is a systematic study of climatic phenomena and of world climatic regions. It includes a study of the

United States Weather Bureau and its work. Elementary weather forecasting is done by the group. An official weather station of the United States Weather Bureau is operated by the class. Experience is given in securing, organizing, and interpreting climatological materials.

Physiography

3 semester hours credit

This is an intensive study of the major physical features of the earth and their relation to human life.

Conservation of Natural Resources 3 semester hours credit

This is an intensive study of the extent, variety, and utilization of our natural resources, and of methods of conservation. The work includes guided individual and group experiences in collecting, organizing, and teaching conservation material, and field trips in nearby districts.

Commercial and Industrial Geography

3 semester hours credit

This course has for its major aims the development of geographic concepts of the bases of modern industry and commerce.

Trade and Transportation

3 semester hours credit

This course makes a survey of the geographic bases for types, amounts, directions, and interrelations of the world's trade and transportation.

Geography of Pennsylvania

2 semester hours credit

This course is a study of the major work activities of Pennsylvania from the standpoint of geographic planning. It considers, also, the relation of Pennsylvania to the United States and the rest of the world, and the work and population patterns of the state in relation to present and future resources. The work includes experience in preparing and teaching the Geography of Pennsylvania.

Techniques and Materials in Modern Geography

3 semester hours credit

This course is an intensive study of modern techniques, geographic materials, and current curricula in geography.

Course in Field Geography

3 semester hours credit

In this course an intensive field study of a small area near Indiana is made. It gives the foundation for subsequent independent investigations and for teaching field geography in high schools. The work consists of individual field work followed by group activity in the collection, organization, and presentation of geographic data.

Reconnaissance Field Studies in Geography

3 semester hours credit

These courses provide actual field investigation of selected geographic regions. Opportunities are provided for travel study based on the use of accepted techniques for field investigation. Group field study is made, using accepted techniques, followed by individual written reports.

HEALTH AND PHYSICAL EDUCATION

GEORGE P. MILLER, Head of Department

LENA ELLENBERGER

MAUDE MCDEVITT

MALINDA HAMBLIN

ESTHER SNELL

KATHERINE GRIFFITH

ROBERT TIMMONS

The Physical Education Department conducts classes in health education and the teaching of health, and organizes the physical-education activities, intramural sports, and varsity athletics. A very comprehensive range of activities is provided in this department to meet the individual needs of the students. We believe that human joy and happiness are synonymous with health and physical education. Learning to take care of our bodies and to participate in games with others are our major objectives.

HEALTH EDUCATION

The new curriculum uses the term Health Education to include both the activity courses and the personal and community hygiene courses prescribed for freshmen. The introductory courses present the basic knowledge essential to healthful living and also develop familiarity with the fundamentals of rhythmic activities and the fundamental skills needed for successful participation in individual and team sports. All students take one year of these prescribed activities, adapted to their needs and capacities.

Health Education I (Physical Education and Personal Hygiene) 2 semester hours credit

The purpose of the course is to incorporate the theory of health with the practice of it. This course includes: (1) follow-up work after the entrance medical examination in the fall, (2) the study of individual health habits and attitudes, and (3) problems of personal and community health, and personal hygiene.

Health Education II (Physical Education and Personal Hygiene) 2 semester hours credit

This course logically follows Health Education I. Follow-up work in hygiene is continued, i.e., any physical defects that were not overcome in the first semester receive attention. The major emphasis, however, is placed on home, school, and community aspects of health. Music students take Eurythmics.

Teaching of Health 2 semester hours credit

This course acquaints the students with the essential facts that children of the elementary and secondary schools need in order to develop the habits, attitudes, and knowledge necessary for healthful living. Instruction is given in the proper method of examining the eyes and ears of school children. Demonstrations of the use of the audiometer and other equipment employed for these purposes are given in the psychological clinic.

Driver Education and Training 3 semester hours credit

This course prepares teachers to teach Driver Education and Training in the Secondary Schools. A prerequisite of two years' driving experience is necessary. It consists of an overview of transportation problems in general and those of the automobile in particular. The course deals with the qualifications that are necessary to make an expert driver, the driver and pedestrian responsibilities, sound driving practices, society's responsibilities, and how to drive. In addition to this academic study in the class room, 16 units of "behind the wheel" instruction are given.

Tuberculin Test. For the last five years the tuberculin test has been given to entering freshmen and made available for such upper classmen as were interested in taking advantage of this scientific method of early diagnosis of a preventable disease. This test is now a regular requirement for the entering freshman class. The State Department of Health conducts these tests free of charge.

PHYSICAL EDUCATION ACTIVITIES

Physical Activities

No credit

As a requirement for graduation all students must participate in physical activities each semester, except when taking a prescribed physical-education course or when doing student teaching.

To satisfy this state requirement an elective program of physical activities has been inaugurated as follows: individual sports, rhythmic activities, club activities, men's intramural program, Women's Athletic Association intramural program, and varsity program.

Physical Activities H 1 and H 2 1 semester hour credit each

These courses, which are required of all Home Economics students, comprise floor work and swimming. Students must pass a test in swimming before securing credit.

Individual Sports. These activities include boxing, wrestling, swimming, golf, archery, tennis, badminton, bicycling, winter sports, and other minor games for women and men.

Clubs. Any of the above sports may be organized and participated in by groups or clubs.

Rhythmic Activities. These courses give opportunity to select a dancing activity in which the student has keen interest or specific ability. Social, Clog, Tap, Folk, and Square Dancing are offered for both men and women. Backgrounds of the Modern Dance and Modern Dance Forms are offered to women only.

Men's Intramural Sports. A well-organized and varied program of sports and athletics is incorporated in the intramural program for men. This group offers all men students a chance to learn the fundamentals of major sports, and through participation, makes available to large numbers of students, the physical, mental, and social benefits that come from organized team play. The program has been expanded to meet the needs of the new curricula in the College, so that

fall, winter, spring, and summer sports are now available. The program includes the following sports: archery, rifle, badminton, tennis, ping pong, boxing, wrestling, swimming, horse-shoes, track, cross-country running, basketball, volleyball, football (six-man and touch), handball, baseball, softball, speedball, soccer, outdoor winter sports (skiing, tobogganning, and skating.) Intramural Sports Days were introduced several years ago. These not only broaden the scope of the program but also afford the students the educational opportunity of seeing another college in action.

Women's Intramural Sports. The women's athletic activities provide opportunity for college women to learn a variety of sport skills. Each activity, including instruction, practice, and competition extends approximately over a nine-week period. Intercollegiate Sports Days occasionally permit women to compete with other colleges. This opportunity to be hosts to visiting teams and guests at other colleges provides desirable social and educational experiences.

Varsity Athletics. Clean, wholesome athletic rivalry has a very vital place in the training of teachers. It provides opportunity for the man of exceptional ability to utilize his skill. He represents the College in intercollegiate competition. Through the contacts, adjustments, and sacrifices necessary during his training period and in the games, his educational vision is broadened. Varsity athletics also provide a rallying point around which students, faculty, alumni, and friends express their loyalty and support for their Alma Mater. Varsity teams in football, basketball, baseball, tennis, track, wrestling, boxing, riflery, and swimming have been organized.

MATHEMATICS

JOY MAHACHEK, Head of Department

LEROY H. SCHNELL

A student offering mathematics as his first field of specialization must have a minimum of 24 semester hours in mathematics, 18 hours as listed under recommended courses, and six hours as chosen from the electives. A student offering mathematics as his second field of specialization must take 18 hours of required work. It is important for the student to take the courses in the sequence listed below, beginning with Algebra I in the second semester of the freshman year.

A student not choosing to specialize in mathematics may take as many of the courses as he desires, either to improve his general education or to prepare himself for technical work in other fields.

COURSES RECOMMENDED FOR SPECIALIZATION IN MATHEMATICS

Algebra I

3 semester hours credit

This is the first course in pure mathematics and includes the study of fundamental operations, factoring and fractions; exponents; functions and their graphs; linear, quadratic, and systems of equations; proportion and variation; progressions; mathematical induction; logarithms; simple determinants, and permutations and combinations.

Trigonometry

3 semester hours credit

This course provides a background for advanced work in mathematics and for teaching secondary mathematics, as well as the mathematical equipment necessary in the sciences. It includes a study of indirect measurement through the solution of triangles and of trigonometric analysis through the relationships between trigonometric functions. Prerequisite: Algebra I.

Analytic Geometry

3 semester hours credit

This course analyzes geometry by applying algebraic techniques. The major topics considered are Cartesian co-ordinates; properties of the straight line, circle, parabola, ellipse, and hyperbola; tangents; polar co-ordinates; transformations; and loci. Prerequisites: Algebra I and Trigonometry, except by special arrangement.

Differential Calculus

3 semester hours credit

This course includes functions, limits, rules of differentiation, general theorems of differentiation, maxima and minima, successive differentiation, applications of the derivatives to physical problems, and partial differentiation. Prerequisites: Algebra I, Trigonometry, and Analytic Geometry.

Integral Calculus

3 semester hours credit

Integral Calculus includes the study of rules for integrating standard forms, the definite integral, integration formulas, methods of integration, integration as the limit of a sum, multiple integration, and applications to physical problems. Prerequisite: Differential Calculus.

Statistics

3 semester hours credit

The course covers the use of graphs, frequency distributions, averages, measures of central tendency and dispersion, sampling, correlation, curve-fitting, the point binominal, and the normal curve. Emphasis is placed on development of formulas, as well as on skill in using them. Prerequisite: Differential Calculus.

ELECTIVE COURSES

History of Mathematics

3 semester hours credit

The purposes of this course are: to develop a knowledge of the growth of mathematics through the centuries and of the men who contributed to it; to provide an enriched background for students preparing to teach mathematics; and to serve as an integrating course for units of mathematics previously taught. Prerequisite: Analytic Geometry.

Algebra II

3 semester hours credit

This is a second course in Algebra designed to develop a knowledge of algebraic theory and skill in the processes. It includes a study of theory of equations, determinants, partial fractions, infinite series, complex numbers, cubic and bi-quartic equations, and mathematics of investment. Prerequisites: Algebra I, Trigonometry, and Analytic Geometry.

Applied Mathematics

3 semester hours credit

This course includes the solution of problems selected from many fields of study. The main purpose of the course is to give the student a broad understanding of the power of mathematics in order that his teaching of secondary mathematics shall be effective.

Synthetic Geometry

3 semester hours credit

This course co-ordinates and extends the skills in geometry, presents some of the world's problems in geometry, and develops ability to make constructions of a higher order than previously made.

Teaching of Mathematics in the Secondary School

3 semester hours credit

The major objective is to prepare teachers for the modern high-school curriculum. Units include content of curriculum, philosophy, current literature, methods of instruction, use of field instruments, unit and lesson planning, testing, grading, observation, and participation.

COURSES FOR ELEMENTARY CURRICULUM**Curriculum in Arithmetic**

2 semester hours credit

This is the first course in arithmetic for all students in the elementary curriculum. It is a study of the content of arithmetic in the elementary schools, the psychology of arithmetic, and the underlying principles and techniques in the teaching of arithmetic in the primary grades. Special attention is given to worth-while researches, courses of study, textbooks, useful materials, testing, and the social values of arithmetic.

Teaching of Arithmetic

3 semester hours credit

This course is designed for those students who expect to teach in grades four to eight. It is a study of grade placement of arithmetic topics, modern methods of teaching arithmetic, principles to be applied in meeting the needs of individual pupils, testing programs, textbooks and other materials, social and business uses of arithmetic, and expert teaching as observed in the Laboratory and Demonstration School. Prerequisite: Curriculum in Arithmetic.

SCIENCE

THOMAS SMYTH, Head of Department

RUTH V. BRENNEMAN	RICHARD C. HITCHCOCK
BEATTY DIMIT	MERRILL B. IAMS
WILBER EMMERT	DWIGHT E. SOLLBERGER

Laboratory work is carried on in several laboratories for biology, chemistry, and physics. Additional space provides a physical science laboratory and a larger organic chemistry laboratory. Attention should be called to the greenhouse laboratory for biology classes and two propagation wings where several hundred students are allocated space for required work. Also there has been developed a small adjacent area as an arboretum, supplementing the main campus where nearly all species of trees native to Pennsylvania are found. Use is also made of the White's Woods area and the hundred-acre College Lodge tract for field work.

The State requires a minimum of 24 semester hours for specialization in science. The core requirement of a year in the biological-science survey course (six hours) followed by a year in the physical-science survey course (six hours) may be waived in favor of the general course in botany or zoology and in physics or chemistry, respectively, provided the student is specializing in science and has obtained the approval of the department head.

Specialization in science should be selected in the field of biological sciences or in the physical sciences. Specialization in biology requires a year of general zoology (six hours) and of general botany (six hours) plus electives in biology to give a minimum total of 24 hours and gives certification to teach general science and biology. Specialization in physical sciences requires a year of general inorganic chemistry (eight hours) and a year of general physics (eight hours) plus electives from the physical science field to give a minimum total of 24 hours, and gives certification to teach general science, chemistry, and physics. A student specializing in biology may meet minimum requirements to teach chemistry and physics by taking general chemistry (eight hours) and general physics (eight hours.) A student specializing in physical science

may meet minimum requirements to teach biology by taking general zoology (six hours) and general botany (six hours).

It is urged that all students whose primary interest is science attempt to achieve the following: first, that they specialize in either biological or physical science; second, that they meet the minimum requirements to teach in some field other than science; third, that they get the basic general courses in the field of science other than the area of specialization in order to be certificated in all high-school science. Any credit could advantageously be applied in the field of greatest interest to prepare better for teaching and for graduate work.

BIOLOGICAL SCIENCE

*CORE COURSES

Biological Science I and II

6 semester hours credit

This is a course in the principles of biology. The physical basis of life, metabolism of plants and animals, and the classification of plants and animals are included in the work of the first semester. In the second semester certain special fields of biology particularly useful to the teacher are considered. These include the sense organs, nervous system, muscles, endocrine glands, heredity, eugenics, and evolution. Field trips emphasizing identification of biological forms are required. Two hours lecture; two hours laboratory per week.

REQUIRED COURSE FOR SPECIAL DEPARTMENTS

Biological Science SD

3 semester hours credit

This is a one-semester course for students from special departments who are required to take a shorter course than the regular session course. It is a condensation of the full-year course. Two hours lecture; two hours laboratory per week. First and second semesters.

* Courses required in the Elementary and Secondary Curricula.

REQUIRED COURSE FOR ELEMENTARY EDUCATION STUDENTS

Curriculum in Elementary Science 3 semester hours credit

This course in the new curriculum replaces the old nature study course and is required of elementary seniors. Based on the year of biological science and the year of physical science it takes up something of the planning and presentation of material suitable to the elementary field. It requires participation in activities such as nature games, bird hikes; making of bird boxes, leaf prints and casts, nature trails; keeping of pets; and plant propagation with individual bench space in the greenhouse. Attention is directed to the literature of the elementary nature or science field and to the set-up of elementary science curricula. Two hours lecture; two hours laboratory per week.

REQUIRED COURSES FOR SPECIALIZATION IN BIOLOGICAL SCIENCE

General Botany I and II 6 semester hours credit

This course is designed to give students specializing in biology a thorough groundwork in the fundamentals of botany. During the first half of the first semester an introductory study is made of the taxonomy of ferns, fern allies, trees, and fall flowers. The remainder of the semester is devoted to a study of the structure and physiology of the seed plants. During the second semester a careful study is made of the structure and life histories of representatives of the Thallophytes, Bryophytes, and Pteridophytes. The local spring flora is studied during the latter part of the second semester. Two hours lecture; three hours laboratory per week.

General Zoology I and II 6 semester hours credit

Zoology I deals with the invertebrates. The course is introduced through indoor and outdoor studies of the Arthropods. Subsequently the remaining invertebrate groups, starting with the Protozoa, are considered in phylogenetic sequence. First semester.

Zoology II concentrates on the Phylum Chordata. Scant attention is given to taxonomy (see special course), emphasis being placed on the biology of the classes. Economic relations are touched upon. The first part of the semester the laboratory studies center on the external characteristics of the vertebrates, while most of the last half is devoted to a detailed study of the frog as a generalized vertebrate. Second semester. Two hours lecture; three hours laboratory per week.

ELECTIVES FOR SPECIALIZATION IN BIOLOGICAL SCIENCE

General Entomology

3 semester hours credit

This is an introduction to the orders of insects, considering their characteristics, habits, economic relations, together with the collecting and identifying of representative forms from western Pennsylvania. Summer only. Two hours lecture; three hours laboratory per week.

Ecology

3 semester hours credit

This is a study of the interrelations and adaptations of plants and animals and includes consideration of physical as well as biotic environmental factors. Field trips are taken to study various types of ecologic situations. Two hours lecture; three hours laboratory per week.

Conservation of Plant and Animal Resources

3 semester hours credit

In this course attention is directed to a rich native fauna and flora, to the grave dangers threatening many species, to a consideration of the various practices that may help preserve valuable species from extermination. Prerequisite: Biological Science or equivalent. First semester. Two hours lecture; three hours laboratory per week.

Systematic Vertebrate Zoology

3 semester hours credit

This course deals with the vertebrates which are likely to be encountered in Pennsylvania. Birds are not included. (See Ornithology.) Considerable practice is given in the identifi-

cation of fish, amphibia, reptiles, and mammals. The study of the life-histories of the various forms is emphasized. Field trips are required. No prerequisites. Two hours lecture: three hours laboratory per week.

Vertebrate Anatomy

3 semester hours credit

This course is devoted to a study of the structure of the fish, amphibian, and mammal. Emphasis is placed on the mammal study. The shark and cat are dissected individually and the amphibian is done by demonstration. This course may precede or follow Vertebrate Zoology. Prerequisite: Zoology II. Three two-hour laboratory periods per week.

General Ornithology

3 semester hours credit

This course presents an introduction to bird study. It includes discussions based on the biology of birds, laboratory work and study concerned with the skins, and field observations. It acquaints one with the common birds of western Pennsylvania. There will be early morning field trips in late spring. Field glasses are desirable. Second semester and summer. Two hours lecture; three hours laboratory per week.

Field Botany

3 semester hours credit

This is an advanced course in the taxonomy of the vascular plants of the region. It includes the ferns, fern allies, shrubs, trees, and herbaceous plants. The use of the standard manuals for the identification of plant materials is stressed. Two hours lecture; three hours laboratory per week. Offered in summer only.

PHYSICAL SCIENCES***CORE COURSES****Physical Science I and II**

6 semester hours credit

This is a general introductory course on the college level drawing its material from the fields of astronomy, physics,

* Courses required in the Elementary and Secondary Education Curricula.

chemistry, geology, and meteorology. This material is organized into a number of large basic study units. The course attempts to furnish sufficient scientific information for a broad cultural background and an appreciation of the contributions of physical science to modern living. Two hours lecture; two hours laboratory per week.

REQUIRED COURSE FOR SPECIAL DEPARTMENTS

Physical Science SD

3 semester hours credit

This course is a condensation of Physical Science I and II into the limits of one semester as required for students in Art and Music. Two hours lecture; two hours laboratory per week.

REQUIRED COURSES FOR SPECIALIZATION IN PHYSICAL SCIENCE

Inorganic Chemistry I and II

8 semester hours credit

Chemistry I includes the study of non-metals, gas laws, valence, gram-molecular volume, ionization, solutions, oxidation, and reduction. Chemistry II includes atomic structure and periodic classification of elements, the metals, and simple qualitative tests for cations and anions. Three hours lecture; three hours laboratory per week.

Physics I and II

8 semester hours credit

These two courses constitute the usual first year's work in general college physics. In the first semester mechanics and heat are studied; in the second, electricity, sound, and light. A good working knowledge of plane trigonometry is a prerequisite. Three hours lecture; three hours laboratory per week.

ELECTIVES FOR SPECIALIZATION IN
PHYSICAL SCIENCE

CHEMISTRY

Qualitative Analysis

3 semester hours credit

This is a study of the theoretical principles and practices underlying analytical chemistry. These principles are exemplified in practice by developing the preliminary and systematic procedures for the qualitative detection and identification of the common cations and anions. Mastery is inculcated by solving typical problems and identifying unknowns of increasing complexity. One hour lecture; six hours laboratory per week. First semester, odd years. Prerequisite: Inorganic Chemistry.

Quantitative Analysis

3 semester hours credit

This course gives introductory training in the theory and practice of gravimetric, volumetric, colorimetric, and electrolytic separations and calculations on a quantitative basis. Students will visit commercial and control laboratories employing quantitative techniques. One hour lecture; six hours laboratory per week. Second semester, odd years. Prerequisite: Qualitative Analysis.

Organic Chemistry

3 semester hours credit

This is a study of the properties and class reactions of various aliphatic compounds followed by a brief introduction to the aromatic series. Micro-techniques are employed in addition to the usual preparations and reactions. Two hours lecture; three hours laboratory per week. First semester, even years. Prerequisite: Inorganic Chemistry.

Biological Chemistry

3 semester hours credit

This course includes the chemistry of proteins, fats, carbohydrates, minerals, and vitamins, and biological functions of each; studies the digestive and metabolic reactions by test meals and urine analyses. Animal feeding tests will supplement laboratory and lecture work. Two hours lecture; three hours laboratory per week. Second semester. Prerequisite: Organic Chemistry.

Inorganic Preparations

3 semester hours credit

This course includes a discussion of principles, review of previous work, and problems. Preparation of inorganic compounds. Prerequisites: Inorganic Chemistry I and II.

Physical Chemistry

3 semester hours credit

This course considers the phase rule; properties of solutions; liquids, solids, and gases; surface tension; vapor pressures; osmotic pressures; chemical cells, buffers; indicators; oxidation-reduction potentials; physical conditions affecting chemical equilibria. Laboratory work applying these principles. Two hours lecture; three hours laboratory per week. Prerequisites: Inorganic Chemistry I and II, Physics I and II.

Techniques of Chemical Laboratory Management

3 semester hours credit

This course includes the following: laboratory planning, equipment, care, storage, buying, the making of solutions from stock supplies, and the setting up of apparatus for class demonstration purposes. Prerequisite: at least 14 semester hours of chemistry.

Colloid Chemistry

3 semester hours credit

This course consists of discussion and laboratory work dealing with the theory of colloidal behavior. Stress will be placed upon proteins and other materials encountered in the colloidal state which are important in nature or industry. Two hours lecture; three hours laboratory per week. Prerequisite: Inorganic and preferably Organic Chemistry.

PHYSICS**Physics III (Modern Physics)**

3 semester hours credit

Included in this course are the major developments in physics since 1895: x-rays, electronics and the modern conception of matter and energy. Two hours lecture; three hours laboratory per week. Prerequisites: Physics I and II.

Physics IV (Mechanics) 3 semester hours credit

This course is an introduction to more advanced topics in general mechanics. It is of special value for students majoring in mathematics. Two hours lecture; three hours laboratory per week. Prerequisites: Physics I and II; Calculus co-requisite.

Physics V (Electricity and Magnetism) 3 semester hours credit

Alternating current theory is stressed in this course. Two hours lecture; three hours laboratory per week. Prerequisites: Physics I and II; Calculus co-requisite.

Physics VI (Optics) 3 semester hours credit

Selected topics of a more advanced nature than is possible in Physics II form the basis for this course. Two hours lecture; three hours laboratory per week. Prerequisites: Physics I and II; Calculus co-requisite.

Physics VII (Physical Laboratory) 3 semester hours credit

This course considers installation, adjustment, use and care of physics laboratory apparatus, and equipment for large and small high schools. Techniques in planning and developing elementary research projects suitable for secondary-school demonstration are discussed. Prerequisites: Physics I and II.

Physics VIII (Radio and Television) 3 semester hours credit

Receiver, transmitter, and power-supply theory and design; tube characteristics; mechanical and electronic television are topics this course considers. It is less advanced than Physics V. Two hours lecture; three hours laboratory per week. Prerequisites: Physics I and II.

REQUIRED COURSES FOR STUDENTS IN HOME ECONOMICS

Inorganic Chemistry I-H 4 semester hours credit

This course is planned for home economics students. It includes an introductory study of the non-metals, gas laws,

atomic structure, valence, ionization, solutions, oxidation and reduction, and the periodic classification of the elements. Two hours lecture and six hours laboratory per week.

Organic Chemistry H

2 semester hours credit

This course includes a brief study of the aliphatic organic compound for home economics students. Emphasis is placed on household and biological applications. One hour lecture; three hours laboratory per week. First semester. Prerequisite: Inorganic Chemistry I-H.

Physiological Chemistry H

2 semester hours credit

This course is designed for home economics students. It includes an introductory study of the physiological functions of minerals, proteins, carbohydrates, fats, and vitamins together with the chemistry of digestion, absorption, and metabolism. One hour lecture; three hours laboratory per week.

Second semester. Prerequisite: Organic Chemistry-H.

Physiology H

3 semester hours credit

This course is planned particularly for students in the Department of Home Economics. The physiology and related anatomy of the human body constitutes most of the subject matter. Several weeks of laboratory work is done on the white rat to illustrate digestion, circulation, etc. Two hours lecture; three hours laboratory per week. First and second semesters.

Bacteriology

3 semester hours credit

This course is primarily for home economics and biology students. It is a general one-semester course dealing with bacteria in the various relations to man. Prerequisite: Biological Science or equivalent. Two hours lecture; three hours laboratory per week. First and second semesters.

ELECTIVES

Historical Geology

3 semester hours credit

This is an elementary course in the geologic history of the earth as recorded in its rocks and fossils. Laboratory

work on fossils, rocks, and minerals is included. Much time is spent in field work in the vicinity of the school. Not open to freshmen. Two hours lecture; two hours laboratory per week.

Descriptive Astronomy

2 semester hours credit

This course is designed to fit the teacher to handle those phases of elementary science, junior-high-school science, and physics which deal with the forces and phenomena of our universe. It is a non-mathematical course. Field trips, laboratory work, and observations supplement the classroom activities.

Civil Aeronautics

4 semester hours credit

The personnel of this course is made up of students who have completed one year of college work and have passed a physical examination. The Federal Government sponsors the work and the student must pass the federal examination in Civil Air Regulations, Meteorology, and Navigation to receive credit. Flight work at the local airport is included. Students may register for three hours credit if the flight work is not taken.

SOCIAL STUDIES

W. M. WHITMYRE, Head of Department

ETHEL A. BELDEN

C. M. JOHNSON

RALPH E. HEIGES

EARL E. PRUGH

FLORENCE WALLACE

A student specializing in social studies must have a minimum of 24 semester hours in that field. In addition to the core subjects, three hours of modern European history and six hours of United States history are recommended.

A student offering social studies as a second area of specialization must have as a minimum 18 hours of required work.

Every candidate for certification in social studies must have at least nine hours in the social sciences.

*CORE COURSES

HISTORY

History of Civilization

4 semester hours credit

A survey of the development of institutions and culture in the Western World is presented in this course. The creation and transmission of the cultural heritage is discussed with special emphasis placed upon the contribution to contemporary life of the so-called pre-historic period, the Ancient Orient, Greece, Rome, Medieval Europe, the Renaissance, and Modern Times.

SOCIAL SCIENCES

American Government

3 semester hours credit

This course includes a study of the basic principles of American government, the constitution of the United States,

* Courses required in the Elementary and Secondary Education Curricula.

the machinery through which it works, and some of its major problems. In the study of federal, state, and local government, attention is given to current problems.

Principles of Economics 3 semester hours credit

A preliminary analysis is made of the major principles underlying the workings of our economic system, principles that are utilized daily by enterprisers, land-owners, wage-earners, and capitalists. Specific attention is given to the nature and methods of economics as a social science and the processes of production and consumption.

Principles of Sociology 3 semester hours credit

This course aims at presenting a basis for a scientific understanding of society and for further study in the field of sociology or social work. Emphasis is placed upon social institutions, the class structure of society, collective behavior, social processes, social control, social problems, laws of social evolution, relation between society and the individual.

COURSES RECOMMENDED FOR SPECIALIZATION
IN SOCIAL STUDIES

HISTORY

Modern European History 3 semester hours credit

This course is designed as an introduction to contemporary national and international problems. It treats of the work of the Congress of Vienna in reshaping the map of Europe, the Industrial Revolution, the development of Italian and German unity, the intellectual achievements of the 19th century, and imperialism in Africa and the Orient. Special attention is paid to basic trends underlying pre-war diplomacy, the Great War, and the peace settlements.

History of the United States I 3 semester hours credit

This course covers the period from European beginnings to 1865. It is a study of several units or movements within this time rather than an exhaustive chronological treatment.

Much emphasis is placed on sources, criticisms, and writings. Discussion is the basis of class presentation.

Social and Industrial History of the United States

3 semester hours credit

This is a study of causes and tendencies, not a mere narration of observed facts. It is an attempt to describe the origin and development of economic and social institutions and to explain present problems by setting forth the historical background. Prerequisite: History of United States I.

ELECTIVES

HISTORY

Early European History

3 semester hours credit

This is a study of the political and cultural development of Europe during the early modern period, 1500-1815. It treats of the emergence of national states, the expansion of European civilization, and of the political, social, economic, and intellectual developments of the 18th century.

History of England

3 semester hours credit

This is a survey of the social, economic, constitutional, intellectual, and religious phases of English history. Trends and movements are emphasized. Facts presented are carefully selected for their significance in the evolution of England. This course provides a background for the better understanding of American history and English literature.

Europe Since the World War

3 semester hours credit

This course covers the period from the Treaty of Versailles to the present time. Stress is laid on those developments which at this time seem most significant. Some of the problems discussed are: international conferences and their results, national minorities, contemporary imperialism, the rise of Fascism, Communism, and Naziism, the changing British Empire, the Rome-Berlin Axis, and the coming of the present World War II.

The Frontier in American History 3 semester hours credit

This is a narrative and interpretative survey of the principal events and movements in the history of the American West from "the coming of the White Man" to the passing of the frontier during the closing days of the last century. Special emphasis is placed on the significant characteristics of the several frontier communities and their influence upon the economic, social, and political development of the United States. Prerequisites: History of the United States I, Social and Industrial History of the United States, or by permission of the head of the department.

Latin-American History 3 semester hours credit

This is a brief survey of the history of the Latin-American states. The importance of Latin-American political, economic, and social development warrants the inclusion of this course in the curricula of teacher-training institutions. The problems of maintaining friendly relations among the nations of the Americas will be made easier if a mutual understanding of their peoples and institutions can be brought about.

SOCIAL SCIENCES**Civic Education** 3 semester hours credit

See page 70.

Comparative Government 3 semester hours credit

This is a study of the structure, organization, and process of government in the chief European countries. Emphasis is placed upon the functioning of these governments and upon the essential differences between democracies and dictatorships. Prerequisite: American Government.

Economics II 3 semester hours credit

A course in applied economics, this subject deals with background and characteristics of such current economic problems as tariff and international trade, agricultural, railway and industrial consolidation, money and credit, the con-

sumer problems, etc. Major emphasis is placed on the relationship of these problems to the present economic and industrial situation. Prerequisite: Principles of Economics or Economics I.

Constitutional History and Law 3 semester hours credit

This course is designed principally for students specializing in social studies. It is organized to supplement the student's knowledge of American government and history. Approximately 60 cases from Constitutional Law are read and analyzed in class. Attention is also given to the part that the previous experience of justices plays in their decisions.

**REQUIRED COURSES FOR ELEMENTARY
EDUCATION STUDENTS**

United States History Before 1865 3 semester hours credit

This course covers the period of United States history to 1865. It emphasizes the background and origins of those institutions and principles which were to become the basis of the American way of life. It traces the development of political parties, the expansion of the West, the growth of the American institution of government, the development of national feeling, and the appearance of sectional problems leading to the Civil War.

United States History Since 1865 3 semester hours credit

This course purports to show the growth of agricultural and industrial interests in the United States since 1865. The entrance of the United States into world affairs is emphasized. Considerable attention is given to the individuals controlling events in various fields of life.

History of Pennsylvania 2 semester hours credit

A survey of the economic, social, and political development of the Commonwealth from the beginning of settlement to the present time. The role of the state in great national affairs and items of local history are specifically emphasized. Local field trips are included in the agenda.

REQUIRED COURSE FOR ELEMENTARY EDUCATION
STUDENTS, GRADES 4, 5, AND 6

Teaching of American History and Government

3 semester hours credit

This course is organized for the purpose of giving experience with the materials of instruction and the planning of activities in selected areas of the social studies. It includes a study of the underlying philosophy of the social studies and selected current courses of study. Opportunity will be given for each member of the class to select activities, analyze the learnings involved, and actually prepare and carry out those activities that children are expected to undertake.

ART DEPARTMENT

ORVAL KIPP, Director of Department

C. KERMIT EWING

ALMA MUNSON GASSLANDER

ELLEN HILLSTROM

DOROTHY MURDOCK

RALPH WILLIAM REYNOLDS

ANNA J. THOMPSON

The Art Department of the State Teachers College, Indiana, Pennsylvania, has been commissioned by the State Department of Public Instruction to present a curriculum leading to the degree of Bachelor of Science in Public School Art. Those who complete this curriculum are certificated to teach and supervise in the public schools of Pennsylvania.

Opportunities in Art Education. The foremost educators today believe that art is a fundamental part of the public-school curriculum; consequently school administrators are using more care than ever in securing art teachers. They want persons of good character, with highly developed artistic ability, broad cultural background, and a sound philosophy of education. It is apparent that the field of art education offers many opportunities to outstanding high-school graduates.

The members of the art staff, supplemented by many other faculty members of the College, present all phases of education necessary to the training of teachers. The curriculum is so arranged that while a student is acquiring a broad cultural background in art and education in general, he may also specialize in one or more of the various art fields. In addition to art, the curriculum provides courses in music, English, science, social studies, and education. These, with a number of electives, provide the essentials needed to produce superior artist-teachers.

The department recognizes that, while design and composition are the bases of art instruction, observation, drawing, and an understanding of construction play an important part in the development of feeling, appreciation, and independent thought which lead to creative expression.

Exhibitions. In the department, the Exhibition and Art Reading Room presents a constantly changing offering of the

best work of the department, as well as traveling exhibitions of contemporary arts and crafts of national importance. Other displays present current work of the members of the art faculty or draw in the cultural treasures of the community for all to enjoy.

Housing and Equipment. The Art Department is located on the main floor of the Arts Building and includes studios and work shops, the Exhibition and Art Reading Room, the director's and teachers' offices, the stockrooms, and the locker and restrooms. In addition, other studios for sculpture and pottery are found on the ground floor.

The Art Club. The Art Club is made up of a group of clubs, each interested in a specific art activity, such as etching, metal work and jewelry, and life drawing and painting. Membership in these clubs is open to any person on the campus who is interested in art. Studios are open every Tuesday evening for the use of members who wish to experiment in any art activity. The social program has been widely varied. It has included picnics, studio parties, costume balls, masquerades, impersonations, and carnivals; and on several occasions original one-act plays were produced. The educational program has included travel talks, lectures on dress and on the psychology of color, readings of poetry and humor, and annual trips in the College bus to the Carnegie International and the Associated Artists Exhibitions. Annually the Art Club give a bronze medal, the Jean R. McElhaney Award for Excellence in Fine Arts, to the junior or the senior whose achievements in three different fields of art are outstanding. The presentation of this award is a feature of the annual banquet in May. The service program has enabled the members of the Art Club to co-operate in many of the activities on the campus. The club work gives valuable experience in a life situation to art students since art should be of real service in any school system. As a specific service to high-school art departments the Art Club members participate in arranging and distributing traveling exhibitions to high schools and art-conscious communities.

Requirements for Admission. Anyone seeking to enter the Art Department must meet the general entrance requirements of the College and in addition he must possess the following qualifications:

1. Normal ability to see and make motor adjustments accordingly.
2. Artistic sensitivity to harmony and contrast in line, mass, and color.
3. Interest in and aptitude for art.

The personal interview will help the applicant to determine his fitness to pursue the art curriculum. Those who meet the entrance requirements are admitted in the order of application. For this reason it is wise to apply early for entrance and personal interview.

Student Teaching. The theory and practice of art in relation to education are the foundation of Indiana's Art Curriculum. During the first three years directed observation and discussion of art activities in the Laboratory and Demonstration School and the public schools enables the student to understand the relationship of his college work to actual classroom situations. In the senior year student teaching and conferences give opportunity for varied practical experiences.

Requirements for Graduation. Any student who is a candidate for graduation will be recommended for the degree of Bachelor of Science in Public School Art after he has demonstrated satisfactorily his ability as an artist as well as an educator. Proficiency as an educator may be shown by his success in student teaching and by his participation in the various service activities common to all school art departments. Artistic quality may be demonstrated by the inclusion of examples of his work in several major exhibitions during his senior year; or by the inclusion in a show of an original work of art, done outside of class, which has been selected for exhibition by a jury.

Expenses. The entire expense of a school year of thirty-six weeks amounts to approximately \$500.00. The costs for one semester are itemized below. (Also see pages 22-24.)

Contingent Fee (payable in two installments).....	\$ 63.00
Housing Fee	144.00
Activity Fee	10.00
Books, equipment, etc. (approximately)	33.00
<hr/>	
\$250.00	

CURRICULUM IN ART

Sequence of courses subject to change for administrative purposes

	Clock Hours	Semester Hours		Clock Hours	Semester Hours
FIRST SEMESTER			SECOND SEMESTER		
Fundamentals of speech	3	3	Design	6	3
Drawing and Lettering.	8	4	English II	3	3
English I (including Li- brary Science)	4	3	Media and Techniques..	6	3
Health Education I	4	2	History of Civilization..	4	4
Modeling	4	2	Elementary Industrial Art	6	3
Place and Purpose of Education	3	3		—	—
	—	—	Total	25	16
Total	26	17			
THIRD SEMESTER			FOURTH SEMESTER		
General Psychology	3	3	Educational Psychology.	3	3
Physical Science	4	3	Pottery	4	2
Literature I	3	3	History and Appreciation of Art	5	5
Color	4	2	Literature II	3	3
Mechanical Drawing ...	6	3	Biological Science	4	3
Health Education II ...	4	2	Interior Design	4	2
	—	—		—	—
Total	24	16	Total	23	18
FIFTH SEMESTER			SIXTH SEMESTER		
Drawing and Composi- tion	4	2	Blackboard Drawing ...	2	1
Educational Measure- ments	2	2	Theatre Arts	6	3
Pictorial Expression and Illustration	4	2	Advanced Drawing and Painting	6	3
Commercial Art and Re- production	6	3	Costume Design	4	2
Crafts in Elementary Schools	4	2	Advanced Crafts	6	3
Academic Elective	2	2	School Law	1	1
Principles of Economics or Sociology	2	2	Appreciation of Music..	3	2
	—	—		—	—
Total	24	15	Total	28	15

SEVENTH SEMESTER			EIGHTH SEMESTER		
	Clock Hours	Semester Hours		Clock Hours	Semester Hours
Ethics	3	3	Teaching and Conferences	8	6
Art in Public Schools ..	4	3	American Government .	3	3
Teaching and Conferences	7	6	Art Elective	2	2
Advanced Design	6	3	Academic Elective	3	3
Advanced Oil or Water			Visual Education	2	1
Color Painting	4	2		—	—
	—	—	Total	18	15
Total	24	17			

REQUIRED COURSES FOR ALL ART STUDENTS

DESIGN

Design 3 semester hours credit

The course in creative design stresses the principles of organization as related to areas and volumes. Problems and experiments are developed stressing line, area, color, and texture relationships. Color theory and its applications are introduced here to provide a basic working knowledge for the student in his design and painting courses.

Advanced Design 3 semester hours credit

This is an advanced course wherein the working principles of design are applied in experiments with three-dimensional forms as they relate to the problems of the designer. The theoretical and experimental studies of the art forms and color begun in Design are continued. Prerequisite: Design.

Color 2 semester hours credit

Further experiences in the theory and application of color aid the student in the solution of advanced problems of two- and three-dimensional design and of painting.

Interior Design 2 semester hours credit

A study is made of the history of architecture and interior design, including furniture. The results of this study are applied to original designs for traditional and contemporary homes. Prerequisites: Design, and Drawing and Lettering.

Costume Design 2 semester hours credit

Ability to design clothing for contemporary needs is developed from a working knowledge of the historic tendencies and an understanding of the best modern tendencies in costume. Original compositions are made for the stage, the salon, and the department store. Prerequisites: Design, Advanced Design, and Drawing and Lettering.

Theatre Arts 3 semester hours credit

Experience in creative interpretation of drama is gained through designing and producing costumes, scenery, and lighting for pageants and plays.

Commercial Art and Reproduction 3 semester hours credit

This is an advanced course in the designing of projects related to the publishing and the distributing of commercial products. The planning and producing of merchandise displays, advertising, and containers gives the student practical experience in designing for commerce and industry. Prerequisite: Design.

DRAWING, PAINTING, AND ILLUSTRATION

Drawing and Lettering 4 semester hours credit

Introduction to the fundamentals of drawing is made by observation and composition of forms with special attention to an analysis of line, volume, space, and texture relationships. Media are chosen for the facility of expression which they afford the student in his various drawing experiences.

Drawing and Composition 2 semester hours credit

Further observation, expression, and analysis continue to develop the student's ability to solve for himself the problems encountered in representing forms in pictorial composition. New skills and techniques are introduced, and color is used to show volume and solidity. Daily and weekly criticisms emphasize composition, whether it be of objects, landscapes, or figures. Prerequisite: Drawing and Lettering.

Media and Techniques (Painting) 3 semester hours credit

The student in this course is introduced to painting as a means of creative expression. Through analysis of selected paintings and study of pictorial structure in still life, landscape, and figure compositions, the individual interpretation of the student is encouraged and emphasized. During the semester consideration is given to the techniques of oil and water color as vehicles of expression.

Advanced Drawing and Painting 3 semester hours credit

This course provides for a continued analysis of form as related to pictorial structure. Opportunity is provided for creative experiences which stress the emotional factors in painting. Discussion and study of paintings representing the various schools of expression are included in order to provide the student with a thorough knowledge of the scope of painting from frank naturalism to pure abstractionism. Prerequisites: Drawing and Lettering, Drawing and Composition, and Media and Techniques.

Advanced Oil or Water Color Painting

2 semester hours credit

Problems in still life, landscape, figure, portrait, and mural painting, from the modern viewpoint of significant form, are offered. The artist-teacher will have opportunity to create by stressing volume, plastic color, and abstract form as master artists have done. Prerequisites: Media and Techniques, Advanced Drawing and Painting.

Blackboard Drawing

1 semester hour credit

This course emphasizes quick, easy drawing that expresses salient lines of human figures, animals, or objects. Japanese brushwork is studied for expressive line and concise statement.

Mechanical Drawing

3 semester hours credit

This is an introductory course in the mechanical means of representing the construction of objects through plans and developments.

Pictorial Expression and Illustration 2 semester hours credit

The problems considered in this course deal with the illustration of poems, books, and magazines in an effort to give the student some idea of the opportunities for creative work which exist in the publishing fields.

PRACTICAL ARTS AND CRAFTS**Elementary Industrial Art** 3 semester hours credit

The various industrial materials and processes are studied because of their effect on art forms and their influence on social and economic life.

Crafts in the Elementary School 2 semester hours credit

Crafts projects, suggested by the materials available in elementary schools, are designed and executed. Emphasis is put upon the accumulation of a variety of the source materials needed to meet the demands put upon an art supervisor.

Advanced Crafts (Metal) 3 semester hours credit

Design is basic in this practical course in metal-working. It deals with such processes as etching, saw piercing, riveting, soldering, bending, raising, and enameling. Problems are worked out in copper, brass, pewter, silver, and combinations of metals, and in jewelry, such as bracelets, rings, and brooches. Prerequisite: Design.

Modeling 2 semester hours credit

Problems in modeling animals, figures, and heads both in relief and in the round are undertaken. A study is also made of modeling and sculpture for expressive form.

Pottery 2 semester hours credit

The processes of building and designing pottery forms are studied in this course. The primitive coil method, the use of the potter's wheel, the methods of casting, and the making and application of glazes are included.

ART EDUCATION AND APPRECIATION

History and Appreciation of Art 5 semester hours credit

The course is developed as a survey of art, with attention given to aesthetic analysis and appreciation of art-forms. A critical attitude is evolved, so that the student is better qualified to evaluate and understand the arts. The first semester covers the periods through the High Renaissance. In the second semester, the period from the Renaissance to the present, including all contemporary trends, is studied.

Place and Purpose of Education in the Social Order 3 semester hours credit

The purpose of this course is to acquaint the student with the influence of art on life and on education in a contemporary industrial society. Consideration of the historical background increases understanding of and adjustment to present-day conditions. Observation in the Laboratory and Demonstration School and in the public schools emphasizes the values of public-school art activities.

Art in Public Schools (Curriculum Materials) 3 semester hours credit

Consideration is given to recent educational trends and methods, to a study of art curricula, and to the planning of art courses for various grade levels. Prerequisite: one semester of student teaching.

Student Teaching 12 semester hours credit

Student Teaching provides for the prospective teacher directed participation in those classroom activities through which children develop creative power and ability to make fine choices, at the same time that they are acquiring knowledge and appreciation of art. Initial contacts with the Laboratory and Demonstration School and the public schools in the form of directed observation are planned as part of the course in Place and Purpose of Education and in connection with the various art courses if requested by the instructor and students. During the senior year each student has nine weeks teaching experience in each of the levels of the public school: primary, intermediate, junior- and senior-high-school.

ELECTIVE FOR ART STUDENTS

Graphic Arts

2 semester hours credit

This course is planned to record in good composition by graphic means festivals, pageants, exhibitions, carnivals, masques, integrations, demonstrations, lessons, the painting of murals, and less formal campus activities. Art education in co-operation with visual education gives instruction in making photographs, movies, and slides of such activities. The catalogue, the annual, the yearbook, the college newspaper, and bulletins furnish the motivation.

REQUIRED COURSES FOR ART STUDENTS
IN OTHER FIELDS

Several courses in other departments are required for graduation in the Art Curriculum. Following is a list of these courses with the page number where their descriptions may be found:

	Page		Page
Fundamentals of Speech	74	Philosophy of Education	71
English I	74	History of Civilization	112
English II	74	Principles of Economics	113
Literature I	74	Principles of Sociology	113
Literature II	75	Health Education	93
Place and Purpose of Education		Physical Science	105
in the Social Order	65	Biological Science	102
General Psychology	65	Appreciation of Music	180
Educational Measurements	66	Visual Education	66
School Law	66	American Government	112

ELECTIVES FOR ART STUDENTS IN OTHER FIELDS

Electives may be chosen from any of the other fields.

*CORE COURSE

Appreciation of Art

2 semester hours credit

By lectures, field trips, and class discussions the student

* Course required in the Elementary and Secondary Education Curricula.

is encouraged to cultivate taste as well as to appreciate and properly evaluate traditional and modern art forms.

REQUIRED COURSES IN ART FOR ELEMENTARY EDUCATION STUDENTS

Art I (Elementary Industrial Arts) 2 semester hours credit

This course provides opportunity for many creative experiences in design and color as related to personal problems, industrial projects, and the selection and arrangement of manufactured products.

Art II (Drawing, Design, and Color) 2 semester hours credit

In addition to further creative experience in drawing, design, and color, this course emphasizes, through directed observation in the Laboratory and Demonstration School, the relationships between personal art expression and the art activities of the elementary school. Prerequisite: Art I.

REQUIRED COURSES IN ART FOR HOME ECONOMICS STUDENTS

Principles of Design I (Costume) 3 semester hours credit

Creative experiences in design and color provide bases for consideration of personal costume problems and form a background for understanding related arts projects on the secondary-school level.

Principles of Design II (Household) 2 semester hours credit

Design and color, as they are applied in the home, are stressed through experiences in creation, in the selection and arrangement of manufactured products, and in the discussion of applications to actual teaching situations. Prerequisite: Principles of Design I.

ELECTIVES IN ART FOR ELEMENTARY EDUCATION STUDENTS

Handicrafts

2 semester hours credit

In this course students gain enjoyment through experience in manipulating tools and materials. Practical applications, fine in design, are made as aids for the future teacher of kindergarten and primary grades.

Industrial Arts

2 semester hours credit

This course embraces the study of various industrial materials and processes with a view of their usefulness to the teacher in the elementary grades.

ELECTIVES IN ART FOR STUDENTS IN OTHER FIELDS

Any of the courses in Art are available to students in other departments.

*BUSINESS EDUCATION DEPARTMENT

G. G. HILL, Director of Department

E. J. MCLUCKIE, Assistant Director of Department

FLORENCE C. ARNTZ

ALBERT E. DRUMHELLER

ETHEL L. FARRELL

CLINTON M. FILE

RALPH S. ROWLAND

HAROLD W. THOMAS

ROBERT FRANKLIN WEBB

KATHERINE WILKEY

Opportunities. The State Department of Public Instruction has especially designated the State Teachers College, Indiana, Pennsylvania, as one in which teachers of business for the high school of the Commonwealth may be trained. The curriculum is four years in length, leading to the degree of Bachelor of Science in Education. Those who complete the work as outlined are prepared either to supervise or teach business subjects in any of the high schools of the Commonwealth and are certificated accordingly. An excellent opportunity is available here for men and women of high calibre who possess the ability, personality, and ambition requisite for success in this type of work.

Equipment. This department is well equipped throughout with a full supply of modern office machines. Adding machines, calculating machines, banking machines, multigraphs, mimeographs, mimeoscopes, addressographs, dictaphones, files and cabinets, and other up-to-date efficiency devices of modern business give the students a practical knowledge of the time-savers and system units found in modern business. Their uses are taught and mastered in this department. Those who elect these courses become very proficient in the manipulation of such machines before graduation.

Business Practice Department. The business practice department is a complete business community in itself and includes not only the procedure but also the actual atmosphere and environment of modern business. It is equipped for efficient and up-to-date work. Much practical business experience may be obtained in this department.

* This college is a member of the National Association of Business Teacher Training Institutions.

Practical Experience Requirements. These requirements are a vital and necessary part of the prospective teacher's preparation. They not only supplement the courses outlined in the curriculum but are integrated with them. Credit under this requirement is given for actual business experience previously gained and also for that acquired in the business practice department. The requirements are as follows: The equivalent of six months of store practice, secretarial practice, bookkeeping practice, clerical practice, or a combination of these or other business contacts, acquired at places and under conditions approved by the director of this department. This experience preferably should be in the field or fields in which the student is contemplating certification. Much of this experience can be acquired during summer vacations.

Student Teaching. Each student in training in the Business Education Department receives more than the state requirements in hours of actual practice teaching and observation. This is not a make-shift plan merely for the purpose of getting credit. A number of teaching centers are conducted in connection with some of the largest high schools within convenient reach. To these teaching centers the students are sent for one full semester (18 weeks) of the senior year for their practice teaching. The teacher holds a regular position in the high school and carries a full program of classes, extra-curricular activities, and other regular school duties. The work is supervised and criticized by experienced supervisors who are teacher members of the college faculty of this department, and also by supervisors of exceptional training and ability furnished by the teaching centers. Everything is done to afford those in training as much actual teaching experience and as many teaching contacts as possible before graduation.

The Chamber of Commerce. A Chamber of Commerce is organized in connection with the Business Education Department. Frequent opportunity is afforded for public discussion on current popular topics applicable to the work. This organization fosters the formation and development of commercial clubs and similar organizations in the high schools, wherever the assistance is desired, and helps to promote the work of such organizations. The officers of the Chamber of Commerce are elected from the members of the student body

in the Business Education Department. The work is supervised by a faculty member of the department.

Explanation of the Curriculum. We offer a four-year curriculum leading to the teaching profession. The full four years must be completed before the teaching certificate may be awarded. If at the end of two years a student does not desire to complete the full course immediately, he will be well prepared to do efficient work in a business office until such time as it is possible for him to return to complete the work for graduation.

All courses that are indicated by the asterisk (*) are elective.

All courses that are not indicated as elective are required of all students in the Business Education Department.

Students may pursue the work of the entire curriculum, or they may elect to pursue work according to their aptitudes, as follows:

1. The Complete Program leads to certification in all three fields, thus affording certification in all of the high-school business subjects. Those who possess aptitudes that indicate success in stenographic, accounting, and retail-selling work may, if they wish, pursue this complete program.

2. The Stenographic Field includes all of the required courses of the curriculum and all elective courses indicated by the letter "S". Any other elective courses indicated by the asterisk (*) may be omitted and in their places may be elected courses from any other department of the college. Certification may be received for those elective courses from other departments, if the specific requirements for certification in these courses are met. Those who pursue this program will be certificated to teach all of the business courses in the high school except bookkeeping and retail selling.

3. The Bookkeeping Field includes all of the required courses of the curriculum and all elective courses indicated by the letter "B". Other elective courses indicated by the asterisk (*) may be omitted, and in their place may be elected courses from any other department of the college. Certification may be obtained for these courses from other depart-

ments if the specific requirements for certification in these courses are met. Those who pursue this program will be certificated to teach all of the business courses in the high school except shorthand, typewriting, and retail selling.

4. The Retail Selling Field includes all of the required courses of the curriculum and all elective courses indicated by the letter "R". Other elective courses indicated by the asterisk (*) may be omitted and in their places may be elected courses from any other department of the college. Certification may be received for elective courses from other departments if the specific requirements for certification in these courses are met. Those who pursue this program will be certificated to teach all of the business courses in the high school except shorthand, typewriting, and bookkeeping.

5. The Combination Program combines either the Stenographic and Bookkeeping, the Stenographic and Retail Selling, or the Bookkeeping and Retail Selling Fields. With any combination program, the certification appropriate to both of the two groups will be awarded. Certain electives in other departments of the college also may be carried with this program, in place of the courses listed in the field that is omitted. The usual certification requirements also apply to these electives.

It is possible to elect Typewriting III and IV and become certificated to teach typewriting with either of the fields or a combination of the fields.

Elective Fields. The fields of English, social studies, mathematics, science, geography, education, art, and music are especially recommended from which courses may be elected by students in business education. All electives, however, are determined by the choice of the student, and by approval of the Dean of Instruction of the college and the Director of the Business Education Department.

Our Standards. Only those who attain A or high B standings, and whose aptitudes indicate success in the fields elected, should elect more than two fields.

Those whose standings average below C may not graduate or be certificated.

To elect the Complete Program in the third semester a student must have maintained at least a C-average during the first two semesters, and must have a grade of C or better in the following courses: English I and II, Typewriting I and II, Business Mathematics I and II, Bookkeeping and Accounting I, and Shorthand I.

To elect the Stenographic Field in the third semester, a student must have a grade of C or better in English II, Typewriting II, and Shorthand I.

To elect the Bookkeeping and Accounting Field in the third semester, a student must have a grade of C or better in the following courses: Business Mathematics II, Bookkeeping and Accounting I.

To elect the Retail Selling Field in the sixth semester, a student must have a grade of C or better in the following courses: Speech, English II, and Economic Geography I.

It should be understood that those who fall below B standings are considered unsatisfactory to be recommended for teaching. Since high-school standards have been greatly raised, school officials are more particular than ever before concerning the qualifications of those whom they employ. They insist on high scholastic achievement, good personal appearance, attractive personality, freedom from physical defects, and other qualities that should be carefully considered by all those contemplating this type of professional work.

Only a small proportion of high-school graduates can meet these very strict requirements. In the past, only about one-third of the students of the selected entering class have met the requirements and have been able to complete the work to graduation. This should not discourage those who really have the qualities required. It may, however, prevent those who lack certain of the primary requisites for developing into a high-type teacher, from being disappointed later. A try-out year at Indiana is often recommended.

If any are in doubt concerning their fitness for this type of work, they should consult their high-school principals and guidance officers and ask them for a frank and honest statement about their fitness. They should also have all data concerning their personal and scholastic qualifications sent to the

college. They will be notified of the date for interviews, at which time the matter can be discussed as frankly and wisely as experience will dictate.

Application for Enrollment. Enough has been given in these few pages to furnish a glimpse into the Business Education Department. Those who can qualify and who desire to make application for entering the Business Education Department should get their applications in early, in order to insure a reservation.

Expenses. The entire school expense for a school year of 36 weeks will amount to about \$470.00 for boarding students. This will cover board, room, laundry, books, and department fees. The costs for one semester are itemized below. (Also see pages 22-24.)

Contingent Fee (Payable in two installments)	\$ 57.00
Housing Fee (Payable in two installments)	144.00
Activity Fee	10.00
Books, Equipment, etc. (approximately)	24.00
	<hr/>
	\$235.00

CURRICULUM IN BUSINESS EDUCATION

Sequence of course subject to change for administrative purposes.

FIRST SEMESTER

	Clock Hours	Semester Hours
Place and Purpose of Education in the Social Order (including School Visitation) . . .	3	2
Health Education, (in- cluding Physical Edu- cation and Personal Hygiene)	4	2
Fundamentals of Speech	3	3
English I (including Li- brary Science)	4	3
Business Mathematics I.	3	3
Business Writing	3	1
Typewriting I	3	1
	<hr/>	<hr/>
	23	15

SECOND SEMESTER

	Clock Hours	Semester Hours
English II	3	3
Health Education II (including Physi- cal Education and Personal Hygiene)	4	2
Economic Geogra- phy I	3	3
(B) Business Mathemat- ics II	3	3
Bookkeeping and Accounting I	5	3
Typewriting II	3	1
(S) *Shorthand I	5	3
	<hr/>	<hr/>
	26	18

THIRD SEMESTER

	Clock Hours	Semester Hours
Literature I	3	3
Economic Geogra- phy II	3	3
Business Organiza- tion and Finance	3	3
(B)*Bookkeeping and Accounting II	5	3
(S)*Shorthand II	5	3
(S)*Typewriting III . . .	5	2
	<hr/>	<hr/>
	24	17

FIFTH SEMESTER

General Psychology	3	3
School Law and Ad- ministration . . .	2	2
Business Law II . .	3	3
Salesmanship and Retail Selling I.	3	3
(B)*Bookkeeping and Ac- counting IV . . .	3	3
(S)*Stenographic Office Practice	5	3
	<hr/>	<hr/>
	19	17

SEVENTH SEMESTER

Philosophy of Educa- tion	2	2
American Govern- ment	3	3
Economics II	3	3
History of Civiliza- tion	4	4
(R)*Retail Selling II . .	12	6
(B)*Business Mathemat- ics and Statistics	2	2
(B)*Accounting and Au- diting	3	3
	<hr/>	<hr/>
	29	23

FOURTH SEMESTER

	Clock Hours	Semester Hours
Biological Science.	4	3
Business Correspon- dence	3	3
Business Law I . . .	3	3
(B)*Bookkeeping and Ac- counting III . . .	3	3
(S)*Shorthand Applica- tions	5	3
(S)*Typewriting Applica- tions	5	2
	<hr/>	<hr/>
	23	17

SIXTH SEMESTER

Psychology of Method in Busi- ness Courses . . .	3	3
Tests and Measure- ments in Business Courses	3	3
Secondary School Business Educa- tion, Organization and Content . . .	2	2
Visual Education . .	2	1
Clerical Practice and Machines	5	3
(R)*Retail Selling II . .	3	3
Elective	3	3
	<hr/>	<hr/>
	21	18

EIGHTH SEMESTER

Student Teaching, Obser- vation, and Conference	15	12
Curriculum Materials: Se- lection and Adaptation	4	3
	<hr/>	<hr/>
	19	15

* Elective courses.

** For explanation of Letters B, R, and S, see page 00.

REQUIRED COURSES FOR ALL BUSINESS EDUCATION STUDENTS

Place and Purpose of Education in the Social Order

2 semester hours credit

In this department, this course aims to serve as an orientation course, with special emphasis on the significance of business education, its history and development, and its place in the field of education.

Fundamentals of Speech

3 semester hours credit

See Fundamentals of Speech in the field of English. Special consideration is given to the needs of students in the Business Education Department, with emphasis on the technique of shorthand dictation.

Business Mathematics I

3 semester hours credit

Thorough drill is given in the fundamentals of business mathematics with special emphasis on speed and accuracy in handling the most common fundamental operations. A correlation is made with bookkeeping.

Business Writing

1 semester hour credit

The development of a legible business hand is the goal set for this course. Freedom of movement, proper letter formations, and a light even touch, are important elements in attaining this end. In addition to developing the skill of being able to write well with pen and ink, the student is expected to attain a high degree of proficiency in writing on the blackboard. This is a prerequisite skill for shorthand and bookkeeping.

Economic Geography I

3 semester hours credit

This course develops a background for an understanding of world production and distribution of commodities as related to diverse natural conditions. Practice is given in securing and interpreting geographic data from the sources which the students will use when teaching. Each student makes an intensive study of an industry.

Economic Geography II

3 semester hours credit

This course deals mainly with the more complex activities of North and South America. As in Economic Geography I, the relationship of the United States to the problems peculiar to the countries or industries under consideration is studied. Each student makes an intensive study of a selected country. The work is planned to meet the special needs of teachers in the commercial departments of the high schools.

Bookkeeping and Accounting 1

3 semester hours credit

This is the introductory course in one of the major fields of certification for teachers in Pennsylvania high schools. Its purpose is to introduce the student to bookkeeping and accounting by means of financial records for personal, family, and extra-curricular uses, leading into the modern technical phases of accounting. Latest trends in teaching the beginning bookkeeping course in high schools are presented.

Typewriting I

1 semester hour credit

This beginning course emphasizes a sound mastery of the keyboard and the ordinary operative parts of the typewriter. The subject matter ranges from introductory drills through paragraph and article writing to applications in simple letters and tabulations. Diagnostic and corrective work receive attention throughout the course. Speed with accuracy is considered fundamental.

Typewriting II

1 semester hour credit

This course emphasizes efficiency and quickness in handling the typewriter in dealing intelligently with a large variety of materials on the intermediate level of operating. Among the contents of the course are: letter writing, straight-copy work, multicopy work, tabulating, and strengthening and remedial drills. Transcription is included for stenographic students.

Business Organization and Finance 3 semester hours credit

This course is designed to give an overview of business management. Modern business organization, finance, personnel administration, production, and public relations are

studied and made meaningful as they fit into our industrial society. As a class project each student selects a business concern for intensive study. The organization and management of the corporation and other forms of business are covered in this course.

Business Correspondence

3 semester hours credit

The material deals with business forms—never with isolated English drill. It aims to teach the parts of the letter; to write letters asking for information, and giving and refusing information; to write letters of order, adjustment, collection, application, and sales; to compose invitations, statements, telegrams, notices, minutes, and formal speeches. It correlates with the major business fields.

Retail Selling I

3 semester hours credit

This course comprises a thorough survey and analysis of the fields of selling. A critical study is made of the requirements for salespeople, kinds of customers and how to serve them, customers' needs and why they buy, the sales process, methods of increasing sales volume, store merchandising plans, merchandise information, store organization, store systems.

Business Law I

3 semester hours credit

This course deals with court procedure, contracts, agency, and negotiable instruments. The aim is to apply principles of law to everyday life and to establish proper interest, ideals, and attitudes toward law as a means of social control.

Business Law II

3 semester hours credit

This course considers the law of business organizations, devices for protection of creditors and personal and real property. It applies the principles of law to every-day life and business, establishing proper interest, ideals, and attitudes toward law as a means of social control. Attention is given to the problems of organizing and teaching business law in the secondary school.

Clerical Practice and Machines 3 semester hours credit

This course is designed to acquaint the student in a practical manner with the common non-stenographic, non-book-keeping office duties that constitute a large share of all office work, and to prepare the student to organize and conduct a high-school course for training office clerks and office-machine operators.

Psychology of Method in Business Courses 3 semester hours credit

This course makes definite application of psychological principles in the teaching and learning of skill and content subjects. Reading, discussion, planning, and demonstrating form the basis of the teacher and class activity. Proficiency in the subject matter of the courses selected for special treatment is prerequisite to this course.

Tests and Measurements in Business Courses 3 semester hours credit

This course gives a complete program in planning, testing, evaluating, remedial teaching, retesting, etc. Actual test making, giving, checking, and evaluation, in co-operation with the student-teaching situation is a part of this course.

Secondary School Business Education Organization and Content 2 semester hours credit

This course includes an analysis of the business-education situation in the various types of high schools, and programs of business education adaptable to the needs of the various communities. Organization and content of materials for the various courses for the purpose intended make up an important part of this course.

Economics II 3 semester hours credit

The daily problems of the consumer are given chief consideration in this course. Such topics as income, savings, ownership, banking and finance, purchasing, standards of quality, family and individual budgets, and insurance protection are studied, and special attention is given to the development of a course in Consumers' Economics for the secondary school.

Student Teaching, Observation, and Conference

12 semester hours credit

An extremely practical and actual experience is presented in teaching in the neighboring high schools especially organized for this work, with supervision by both the high-school supervisors and the college faculty.

Curriculum Materials

3 semester hours credit

The content of this course grows out of the needs and problems encountered in the student-teaching experience, and runs concurrently with it.

BOOKKEEPING FIELD**REQUIRED COURSES****Business Mathematics II**

3 semester hours credit

This is a continuation of Business Mathematics I. Its purpose is to train students to apply principles of mathematics with speed and accuracy; to solve advanced problems encountered in carrying on the modern functions of business: production, marketing, personnel, finance, and management. The course is professionalized so that students are taught how to organize, teach, and provide an adequate testing program for high-school courses in business mathematics. It correlates with the bookkeeping.

Bookkeeping and Accounting II

3 semester hours credit

The work includes double entry bookkeeping through statements, ledger accounts, original entry books including special columns, posting, checking, adjusting, closing, working sheet, controlling accounts, interest and discount, valuation accounts, accruals and deferred items, and current routine.

Bookkeeping and Accounting III

3 semester hours credit

This course studies partnership capital accounting giving particular attention to the problems of combining capital and the liquidation of capital accounts; accounting for corpora-

tions, with reference particularly to the capital structure, the voucher system, elementary costing, accounting for branches, and problems in consolidation and supplementary statements.

Bookkeeping and Accounting IV 3 semester hours credit

This course uses a set of cost records simulating, as far as possible, the actual conditions in industries. Lectures, supplementary problems, and visits to industries develop the two-fold purpose of skill in cost accounting and management through cost information. Latest methods in standard costs and efficiency through the use of office machines are included.

Business Mathematics III with Statistics

2 semester hours credit

This course is given for the purpose of developing ability to interpret simple statistical measurements both in the field of education and business. Practice in mathematical computation is, of course, involved, and further skill and knowledge in business mathematics are introduced in addition to the statistical content of the course.

Accounting and Auditing

3 semester hours credit

In this course students conduct a semi-detailed audit of actual business records, make the corrections, and submit statements of results. Problems of public and private auditing are developed by the instructor. The construction and organization of working papers is taught. Analysis of difficult amounts and miscellaneous audit-problem situations enlarge the students' general knowledge of accounting.

SECRETARIAL FIELD

REQUIRED COURSES

Shorthand I

3 semester hours credit

This course covers approximately the first half of the principles as given in the elementary textbooks. From the beginning, emphasis is given to the reading, writing, and mastery of the fundamentals and special forms. The transcribing of

students' notes on the typewriter constitutes a part of the activity.

Shorthand II

3 semester hours credit

This course covers approximately the second half of the principles as given in the elementary textbooks. As in Shorthand I emphasis is given to the reading, writing, and mastery of the fundamentals and special forms. The transcribing of students' notes in the form of paragraphs and short and medium letters receives increasing attention.

Shorthand Applications

3 semester hours credit

This is a drill course designed to develop practical speed (100-140 words a minute) in taking dictation of material greatly varied as to vocabulary, and reasonable speed with very high accuracy in reading from dictated notes. For the development of skill in transcription this course is closely coordinated with Typewriting Applications .

Stenographic Office Practice

3 semester hours credit

This is an advanced stenographic course including theory and practice in those activities that are common to stenographic and secretarial positions, and dealing with objectives, organization, methods, materials, and standards for a high-school stenographic practice course so as to prepare the student to teach such a course in the public schools.

Typewriting III

2 semester hours credit

This course deals with letter writing; writing on special business and legal forms; setting up outlines, programs, indexes, title pages, and so forth; proof-readers' marks; copying from the longhand and corrected copy; writing manuscripts; tabulating; problems of English, such as capitalization, punctuation, and paragraphing; and many other practical and educational matters.

Typewriting Applications

2 semester hours credit

This is an advanced course including an abundance of practical business typewriting, with special emphasis upon development of skill in transcribing business letters from dicta-

ted shorthand notes. High skill is developed in the handling of a variety of practical matters including letters, envelopes, statistical matter, financial papers, legal documents, articles, poetry, etc.

RETAIL SELLING FIELD

REQUIRED COURSES

Retail Selling II (Management) 3 semester hours credit

This course embodies a more technical study of the learning units of Retailing I, with a direct attack on retail managerial problems. It includes an analysis of markups, markdowns, stock planning, stock control, buying, price making, personnel training and management, salaries, store location, store layouts and equipment, retail accounting, and credit management.

Retailing III (Store Practice) 6 semester hours credit

This is a practical course of co-operative part-time selling in the retail establishments of Indiana. The student spends a minimum of 15 clock hours per week behind the counter, during the week-day afternoons, at which time he puts into practice the theories of retailing previously studied. This work is under close supervision of the store officials and of the College.

REQUIRED COURSES FOR BUSINESS EDUCATION

STUDENTS IN OTHER FIELDS

Several courses in other departments are required for graduation in the Business Education Curriculum. Following is a list of these courses with the page number where their descriptions may be found.

	Page		Page
English I	74	General Psychology	65
English II	74	School Law and Administration	66
Health Education I	93	Visual Education	66
Health Education II	94	Principles of Economics	113
Literature I	74	American Government	112
Biological Science	102	History of Civilization	112

ELECTIVES FOR BUSINESS EDUCATION STUDENTS IN OTHER FIELDS

Electives may be chosen from any of the other fields without extra cost to the student. Commercial Art and Reproduction (page 123) and Journalism (page 78) are recommended.

ELECTIVES IN BUSINESS EDUCATION FOR STUDENTS IN OTHER FIELDS

Any of the courses in Business Education are available to students in other departments.

HOME ECONOMICS DEPARTMENT

A PAULINE SANDERS, Director of Department

ESTHER H. ALDEN

KATHRYN DENNISTON

LAURA BELLE DUNCAN

ELIZABETH FINTER

LEOLA T. HAYES

THELMA E. LAPPEN

HELEN C. MERRIMAN

RACHEL MOSS

ETHYL VERNA OXLEY

HELEN ROSE

MARION WILLS

The Home Economics Curriculum offers educational preparation for teachers of vocational and general home economics in the elementary and secondary schools of Pennsylvania. Graduates of this curriculum receive the degree of Bachelor of Science in Home Economics, which is recognized for entrance to graduate courses by all leading colleges and universities. Our graduates receive a Provisional College Certificate valid for any vocational or general home economics position in the public schools of Pennsylvania. As a second field of specialization the students of this curriculum may offer any other field in which they show interest and ability.

Entrance Requirements. The requirements for admission to the Home Economics Department are the same as for other departments of the College. Students who expect to specialize in homemaking will find it desirable to have taken science in high school. Chemistry, physics, and biological science are important. Students who have had some work in other colleges must have a B-average or expect to spend additional time in this department.

Home Economics Equipment. The Home Economics Department is located on the top floor of the Arts Building and the ground floor of Leonard Hall, and has modern laboratories, classrooms, and offices. Superintendents who are planning home economics departments in new high schools come to inspect the equipment and the plan of our laboratories in these buildings and in the Laboratory and Demonstration School. Their attention is called, in particular, to the all-purpose homemaking laboratory on the top floor of the Arts Building.

In this room all phases of homemaking education may be taught.

Home Economics Cafeteria. On the ground floor of Leonard Hall a cafeteria under the direction of the School Lunch-room Management class prepares and serves lunches to the pupils of the Laboratory and Demonstration School, college students, and personnel of the College.

Home Management Houses. Two Home Management Houses are located on the campus. They are average-sized houses, attractively and appropriately furnished. They have the atmosphere of comfortable and hospitable homes. The junior students live in the houses and take Home Management III under the direction of the supervisors who live with them. The management of these homes is based on family needs, expenditures, and relationships. A baby, aged about three months, is placed in each Home Management House in September for related work in child care and development. All Home Management House students live there one quarter and have experience in caring for these children.

The Play School. This school is connected with the course in the Nursery School Child and offers an opportunity to study the child of pre-school age. The play school for children between the ages of two and four meets two afternoons per week and emphasizes habit formation and play. The theories underlying the physical, social, mental, and emotional development of the child are presented.

Practical Experience. This phase of the training is most vital. Summer projects planned by the students and rated by regular members of the College staff afford opportunities in practical experience in the roles of homemaking and professional life. Summer practice in foods and clothing is required of all freshmen.

Home Economics Organizations. The Home Economics Club is affiliated with the State and American Home Economics Associations. This affiliation is a means of keeping informed on the club activities of national importance. All home economics students who make application for membership in the club are admitted and enjoy the rights and privileges of the club upon the payment of their dues. The club aims to develop a social interest among the students in the de-

partment. It is a means whereby the student finds friends and is helped in adjusting herself to college life and in getting acquainted with other activities outside of the department. Through the year the students enjoy picnics, parties, and dances. One large formal banquet is given for the freshmen and sophomores in the first semester. A notable social occasion in the second semester is the "Merry-Go" for the juniors and seniors. At the regular meetings of the club interesting programs are presented under the direction of the club sponsors. Every opportunity is offered to develop initiative, leadership, comradeship, and social adjustment. Membership in two extra-curricular activities each year is required by the College.

Kappa Omicron Phi is a national honorary home economics sorority. This sorority was established to further the best interests of home economics by developing women with higher ideals of sane living; with broader social, higher intellectual and cultural attainments; with a definite responsibility for solving social and economic problems; with a deeper appreciation for the sanctity of the home; and with a scientific attitude toward homemaking.

The Placement of Graduates. The Director of the Home Economics Department assists all graduates in obtaining suitable teaching positions. Every effort is made to place the graduate in the community in which she can render the best service. Graduates of the department who are teaching and have good teaching records are given, on application, assistance by the Director when a change in position is desired.

Student Teaching. Student teaching in home economics is done in the junior and senior high schools of Indiana and Johnstown, and in the vocational home economics departments at Barnesboro, Blairsville, Brockway, Claysville, Commodore, Dayton, Elders Ridge, Latrobe, Penn Township, Portage, Punxsutawney, and Windber. A full semester of student teaching is required of all candidates for graduation. This work is carefully supervised by the supervisors of student teaching in the Department of Home Economics.

Expenses. The entire expense for a school year of 36 weeks amounts to approximately \$525. The costs for one semester are itemized below. (Also see pages 22-24.)

Contingent Fee (payable in two installments)	\$ 72.00
Housing Fee	144.00
Activity Fee	10.00
Books, equipment, etc. (approximately)	36.50
	<hr/>
	\$262.50

CURRICULUM IN HOME ECONOMICS

Sequence of courses subject to change for administrative purposes

FIRST SEMESTER

	Clock Hours	Semester Hours
English I (including Li- brary Science)	4	3
Physical Activity	2	1
Place and Purpose of Education in the So- cial Order	3	3
Principles of Design I	4	3
Clothing I	6	3
Textiles	4	2
	<hr/>	<hr/>
	23	15

SECOND SEMESTER

	Clock Hours	Semester Hours
Literature I	3	3
Physical Activity	2	1
Foods I	7	3
Chemistry (Inorganic)	6	4
Principles of Design II.	3	2
Physiology	4	3
	<hr/>	<hr/>
	25	16

THIRD SEMESTER

English II	3	3
General Psychology	3	3
Foods II	7	3
Clothing II	4	2
Applied Design I (Cos- tume)	3	2
Chemistry (Organic)	4	2
Appreciation of Music.. . . .	3	2
	<hr/>	<hr/>
	27	17

FOURTH SEMESTER

Educational Psychology.	3	3
Principles of Economics.	3	3
Clothing III	4	2
Household Management I (Equipment)	6	4
Chemistry (Physiologi- cal)	4	2
Appreciation of Art	3	2
	<hr/>	<hr/>
	23	16

FIFTH SEMESTER

Home Management II (Economics)	3	3
Nutrition	4	3
Child Development	3	2
Family Health	3	2
Home Management III (House)	9	3
American Government	3	3
	<hr/>	<hr/>
	25	16

SIXTH SEMESTER

Home Economics Educa- tion II (Vocational)	3	3
Nursery School Child	5	2
Applied Design II (Household)	5	3
School Lunchroom Man- agement	8	3
Electives	6	6
	<hr/>	<hr/>
	27	17

SEVENTH SEMESTER				EIGHTH SEMESTER			
		Clock Hours	Semester Hours			Clock Hours	Semester Hours
Home Economics Educa-				Bacteriology		4	3
tion III (Vocational) .	2	2		Principles of Sociology.	3	3	
Student Teaching	16	8		Consumer Education . . .	3	3	
Family Relationships . .	2	2		Visual Education	2	1	
Elective	3	3		Electives	6	6	
		<hr/>	<hr/>			<hr/>	<hr/>
		23	15			18	16

REQUIRED COURSES FOR ALL HOME ECONOMICS STUDENTS

CLOTHING AND TEXTILES

Clothing I 3 semester hours credit

This course provides for an introductory study of the principles involved in the selection, construction, and buying of clothing. A study is made of sewing equipment and of the parts and use of the sewing machine attachments. Study and use of commercial patterns as well as pattern drafting and flat pattern designing are used in connection with the construction of several garments.

Clothing II 2 semester hours credit

This course provides an intensive study of the practical methods of solving fitting problems and applying the principles of dress design. Practical applications are made by draping on a dress form padded according to individual measurements.

Clothing III 2 semester hours credit

This course provides for the further development of the techniques in clothing construction with emphasis on ready-made versus hand-tailored coats and suits. Care, repair, and renovating of garments are included.

Textiles 2 semester hours credit

This course makes a study of the textile fibers in order to provide a background for selection of fabrics from the stand-

point of suitability, durability, economic and hygienic values. The factors influencing cost and quality, the methods of weaving, the various weaves and their desirability are studied. Testing of fibers and fabrics is done by using the microscope and several practical home tests. Prerequisite or corequisite: Inorganic Chemistry.

CONSUMER EDUCATION

Consumer Education

3 semester hours credit

This course aims to give the individual a sound and fundamental understanding of his situation as a consumer buyer, knowledge of the problems involved in buying, and difficulties encountered in solving them. A program for the improvement of the situation is planned.

FAMILY AND CHILD

Family Relationships

2 semester hours credit

This course presents a historical and philosophical overview of the development of the modern American family. It shows how the background of family life determines personalities, attitudes, and standards of living. A critique of the causes of disintegration and reintegration of family life is presented.

Child Development

2 semester hours credit

This course deals with the pre-natal period as well as the period of infancy. Care of the mother during pre- and post-natal periods, care of the new-born infant, and the development of the babies in the home management houses are studied.

Nursery School Child

2 semester hours credit

This course affords an opportunity to study the child of pre-school age. The theories underlying the physical, social, mental, and emotional development of the child are presented. Special emphasis is placed on habit formation and play.

FOODS AND NUTRITION

Foods I

3 semester hours credit

This course is a first course in college foods. It is designed to prepare students to teach foods. It is planned to aid in understanding the underlying principles of preparation and service of meals on a family basis. The wise selection of foods is considered from the standpoint of manufacture, food nutrients, and costs. Prerequisite: High School Foods highly desirable.

Foods II

3 semester hours credit

This course is a continuation of Foods I. Problems requiring a longer time to complete are reserved for this course. Food preservation and meat selection and preparation are among the units offered. Meal planning and table service are carried further than in the first course. Prerequisite: Foods I.

School Lunchroom Management

3 semester hours credit

This course in lunchroom management trains the student in directing school cafeterias and emphasizes good nutrition as well as the preparation and serving of tasty, attractive foods. The distinct educational significance of the school cafeteria is stressed. Laboratory work includes management, marketing, menu-making, accounting, food preparation and serving.

Nutrition

3 semester hours credit

This course includes a study of the nutritive value of foods and the essentials of an adequate diet. An application of such knowledge is made to the nutritional requirements of the individual through childhood, adult life, and old age in the light of related sciences. The course also treats of the adaptation of diet to common disorders of nutrition. Prerequisites: Foods I and Chemistry.

HEALTH

Family Health

2 semester hours credit

This course reviews health habits of the college student, and a definite attempt is made to practice these habits. Scien-

tific terms and information promoting an intelligent understanding of the various illnesses are included. The laboratory practice covers techniques in nursing and care of the sick. Prerequisites: Inorganic Chemistry, Nutrition, Physiology, and Bacteriology.

HOME MANAGEMENT

Household Management I (Equipment)

4 semester hours credit

This course aims to show the relationship of the fundamentals of Physics to the problems of the household; to give an understanding of the scientific principles underlying the wise selection and operation of kitchen and laundry equipment, and to study and compare the operation and efficiency of various kinds of household equipment. Prerequisite: The equivalent of high-school physics.

Home Management II (Economics)

3 semester hours credit

This course aims to give an understanding of the importance of the family in the economic situation and the financial problems of the individual and of the family, to give means of raising the material levels of living in order to provide opportunities for a well-rounded and abundantly satisfying life for all members of the family.

Home Management III (House)

3 semester hours credit

This course aims to emphasize and develop managerial ability through residence in the home management house. Experience is afforded in the management of time, energy, and money; in the planning and guiding of group work; and in the care and observation of a baby. Human values in group living and sharing of group life through hospitality are stressed. Prerequisites: Food II and Home Management II (Economics). Corequisites or prerequisites: Child Development and Family Relations.

RELATED ARTS

Principles of Design I (Costume) 3 semester hours credit

Exercises in line, dark and light, and color to give experience with the art principles as applied to costume. Study and use of historic pattern and motifs significant in the present. The work includes reading assignments, research, and class discussions.

Principles of Design II (Household) 2 semester hours credit

Application of design principles to interiors; experiences with design and color combinations in wall covering, carpets, rugs, textiles, period and contemporary furniture, and house plans. Slide lectures, trips to shops, readings, discussions, and notebook collections of fine examples of subjects studied. Prerequisite: Principles of Design I.

Applied Design I (Costume) 2 semester hours credit

This course includes a study of the selection of clothing for different types of personalities, and the effective use of color, texture, and pattern design in costume. One of the aims is to stimulate thinking concerning individual clothing problems. Prerequisites: Principles of Design I and II.

Applied Design II (Household) 3 semester hours credit

This course is a study of home architecture, simple landscaping, house planning, building materials, wall finishes, floors and floor coverings, furniture selection and arrangement, lighting, silver, glass and china. The laboratory work includes trips to stores and homes, arrangement of furniture, and the construction of some article which meets a practical need. Prerequisites: Principles of Design I and II, Clothing I.

PROFESSIONAL

Place and Purpose of Education in the Social Order (Home Economics) 1 semester hours credit

This course aims to acquaint the student with the broad scope of home economics and the ethics of the professional

worker trained in home economics. It should develop an appreciation of teaching as a profession. Observations are made of home and professional situations and an effort is made to bring before the student the contributions of leading home economists and of the literature in the field. Prerequisite or corequisite: Place and Purpose of Education (General) or Introduction to Teaching.

Home Economics Education II 3 semester hours credit

This course applies the techniques of the learning process to the organization and administration of home economics. It includes effective methods of presentation, the study of textbooks, testing, use of visual aids, and money management. The work includes readings, discussions, and reports. Prerequisites: Place and Purpose of Education (General and Home Economics), Psychology.

Home Economics Education III 2 semester hours credit

This course deals with the historical development and the philosophy underlying vocational education. Emphasis is placed on home economics. Theories of curriculum construction are applied in the working out of units suitable for use in home economics courses. The home projects and the use of the home visit are considered in detail. The work includes readings, discussions, and reports. Prerequisite: Home Economics Education II.

Observation or Supervised Teaching 2 semester hours credit

This course aims to acquaint the student with the many responsibilities of the teacher of home economics. Opportunities for observation and participation will be given in home-room experience and in teaching varying types of lessons. Prerequisites: Place and Purpose of Education in the Social Order (Home Economics), and Home Economics Education II and III.

Student Teaching 8 semester hours credit

The experiences of a student teacher will include teaching situations under master teachers in general and vocational schools. Every effort will be made for direct contacts with the lives of the pupils through the actual supervision of home

projects and the making of home visits. Prerequisites: Place and Purpose of Education in the Social Order (Home Economics), and Home Economics Education II and III.

ELECTIVES FOR HOME ECONOMICS STUDENTS

These courses are available for students in home economics who desire to broaden their training in a special field of home economics instead of carrying a minor in some academic field.

Art Needlework

1 semester hours credit

This course is devoted to the advancement of skill and creative ability and in construction processes. There is instruction in advanced weaving and art needlework as applied to clothing construction. The purpose of this course is to develop an appreciation of decorative stitches and their place in modern sewing, to develop an appreciation for individual personality touches on garments; to develop a desire to show personality in dress and home surroundings.

Clothing IV

2 semester hours credit

This course develops an appreciation of what constitutes good design in hats as part of the complete ensemble. It includes the selection of hats and construction in remodeling them for different seasons.

Clothing V

2 semester hours credit

This course is a study of the infant and pre-school child's wardrobe including selection of the materials and construction of garments appropriate to the child's physical, mental, and emotional development.

Advanced Costume Design

3 semester hours credit

This course strives to develop creative power in costume designing with emphasis on originality and individuality. Work in draping and modeling on the form, based on special needs and interests of the students, is included. This course, planned to meet the needs of teachers who wish to acquire a

knowledge of the recent developments in this field, is a lecture and laboratory course. Prerequisites: Clothing I, Applied Design I, and the consent of the instructor.

Flat Pattern Designing 1 semester hour credit

This course involves the changing of a plain simple pattern into various designs through construction, grading, and drafting principles. It combines all the principles of pattern study from the practical point of view.

Special Problems in Clothing 3 semester hours credit

This course includes various phases of clothing problems and is suited to individual student needs. Problems such as selection, construction, and remodeling of hats; selections of clothing for the pre-school child; making of illustrative material in preparation for teaching are presented. Prerequisites: Clothing I and II and consent of the instructor.

Special Problems in Foods 3 semester hours credit

This course includes newer phases of food problems arranged to meet the particular needs of the group or of individuals. Food for special occasions, foreign cookery, and arrangement of illustrative material are among the suggested units. Prerequisites: Foods I and II and consent of the instructor.

First Aid 2 semester hours credit

This course was recently added to meet the demand and request for teachers qualified to render First Aid. The college course includes the Red Cross Standard Course which requires 20 hours of work and the Red Cross Advanced Course which requires ten hours of work. Red Cross Certificates will be awarded upon the successful completion of each course. The student is eligible then to enroll in the Instructor's Course after completing this First Aid Course. The successful completion of the Instructor's Course permits the holder of that certificate to conduct classes in First Aid.

No credit will be awarded for the First Aid Course unless both the Standard and Advanced Courses are successfully completed.

Clinic in Home Economics Education 3 semester hours credit

This course is handled largely on the workshop plan. A study is made of the various phases or units of home economics needed for adequate preparation for everyday living in the home, the family, and the community. The philosophy underlying each unit and the objectives to be secured are analyzed and the methods and techniques for handling such units are presented.

Nutrition Education (Canteen) 1 semester hour credit

This is a course in the principles underlying good nutrition. It will prepare the lay woman for immediate participation in a nutrition program either as a part of her professional program or in an emergency. It is designed to fill the need expressed in the recent release of the U. S. Office of Education namely "Food for Thought." It will satisfy the requirements of the Red Cross for Nutrition and Canteen Aides. A Standard Nutrition Certificate and a Volunteer Special Service Canteen Certificate will be issued by the Red Cross upon the satisfactory completion of this course.

REQUIRED COURSES FOR HOME ECONOMICS
STUDENTS IN OTHER FIELDS

Several courses in other departments are required for graduation in the Home Economics Curriculum. Following is a list of these courses with the page number where their descriptions may be found.

	Page		Page
English I	74	American Government	112
English II	74	Appreciation of Art	127
Literature I	74	Appreciation of Music	180
Place and Purpose of Education in the Social Order (General)	65	Physical Activity H-I; H-II ...	95
General Psychology	65	Visual Education	66
Educational Psychology	66	Inorganic Chemistry I-H	108
Principles of Economics	113	Organic Chemistry H	109
Principles of Sociology	113	Physiological Chemistry H ...	109
		Physiology H	109
		Bacteriology	109

ELECTIVES FOR HOME ECONOMICS
STUDENTS IN OTHER FIELDS

Electives may be chosen from any of the other fields.

ELECTIVES IN HOME ECONOMICS FOR
STUDENTS IN OTHER FIELDS

Any of the courses in Home Economics may be taken by students in other departments when prerequisites have been satisfied.

MUSIC EDUCATION DEPARTMENT

IRVING CHEYETTE, Director of Department

LOLA A. BEELAR

AAGOT M. K. BORGE

FRANK L. D'ANDREA

MARY ELIZABETH DUNLAP

THOMAS J. HUGHES

MARY R. LOWMAN

MARY HELENA MULDOWNNEY

HELEN C. PRUTZMAN

PEARL R. REED

LAURA M. REMSBURG

ESTHER M. SKOG

LAWRENCE C. STITT

The State Teachers College, Indiana, Pennsylvania, is authorized by the State Department of Public Instruction to offer the degree curriculum for the preparation of supervisors and special teachers of music.

Opportunities in Music Education. The increased recognition of music as a fundamental part of our educational program is serving to emphasize to superintendents and school boards the importance of selecting as the music teacher an individual of strong character and personality, who has a soundly developed musicianship and a broad educational outlook.

The demand for well-prepared teachers capable of forceful leadership in music is such as to offer excellent opportunity for future success to superior high-school graduates whose interest and abilities lead them to select the teaching of music as their profession.

The College has the faculty and equipment to offer and successfully carry out every phase of the preparation and development of public-school music teachers and supervisors.

Requirements for Admission. Applicants for entrance to the Music Education Department meet the general requirements for admission as given on pages 27-30 of this catalogue.

In addition, the applicant should meet the following special requirements which are considered necessary for successful work in the music department:

1. The possession of an acceptable singing voice.

2. Musical sensitivity in such matters as pitch discrimination, tonal and rhythmic memory, harmonic sensitivity.

3. Musical scholarship as a result of private study or a successful public-school music experience.

4. The ability to play the piano or an orchestral or band instrument, representing several years of study and a high degree of performing skill.

The personal interview for music students is given by the Director of the department. This interview has proved to be helpful in aiding the applicant to determine his fitness for the work in the music curriculum. Since we have more candidates than can be accepted, it is advisable for the prospective student to make application for admission to the Registrar of the College and arrange for an interview early in the new year.

Expenses. The entire expense for a school year of 36 weeks amounts to approximately \$535. The costs for one semester are itemized below. (Also see pages 22-24.)

Contingent Fee (covering the cost of class instruction, private lessons, and piano rental)	\$ 90.00
Housing Fee	144.00
Books, music supplies, and instrumental rental, etc..	23.50
Activity Fee	10.00
	<hr/>
	\$267.50

The statement on Private Instruction Fees found under Fees, page 24, does not apply to the students enrolled in the Music Supervisors' Curriculum. The above itemized statement of costs includes all fees charged for enrollment in the Music Supervisors' Curriculum.

Student Teaching. Students in the Music Curriculum at Indiana gain their knowledge of and experience with teaching situations through three definite steps and procedures:

1. By observation periods in the Laboratory and Demonstration School and the borough schools during their freshman year. These observations are designed to teach techniques while students are taking prerequisite courses in college, not to professionalize subject matter.

2. In observation and actual teaching assignments in the Laboratory and Demonstration School and the borough schools during the sophomore and junior years as part of the courses in Methods and Materials. These assignments are limited in scope but definite as to requirements and responsibility.

3. In 12 semester hours of Student Teaching required during the senior year. This work is done in the elementary and junior high schools located on the college campus and in the elementary, junior, and senior high schools of Indiana.

All Student Teaching is done under careful, personal supervision of critic teachers.

The student-teaching assignments are made so that each student may have experience in teaching a period of 18 weeks in the elementary grades and a period of 18 weeks in the junior and senior high schools. Personal responsibility for the quality and progress of the music work in each of these assignments gives the young teacher a background of experience in meeting and solving the psychological and technical problems common to the varying age levels.

The student-teaching program at Indiana is the most complete program to be found in the State, and includes the teaching of the following aspects of Music Education:

Elementary School

1. Vocal literature
2. Beginning instrumental instruction
3. Beginning band and orchestra
4. Preparatory instruments such as tonette, etc.
5. Rhythm band
6. Eurhythmics
7. Music appreciation
8. Class piano
9. Music in the integrated activity program
10. Original operetta production
11. Creative music and dance

to which is added in the

Junior High School

12. Boys' glee club
13. Girls' glee club

14. Mixed chorus
15. General music classes
16. Band and orchestra
17. Chamber music
18. Operetta production

Senior High School

19. Boys' glee club
20. Girls' glee club
21. Mixed chorus
22. Band and orchestra
23. Harmony and music history
24. Baton and Flag twirling
25. Marching band maneuvers
26. Class voice instruction
27. Advanced instrumental instruction

This program of student-teaching experiences provides a rich background which well equips our students to take their places in the field of Music Education.

CURRICULUM IN MUSIC EDUCATION

Sequence of courses subject to change for administrative purposes

FIRST SEMESTER			SECOND SEMESTER		
	Clock Hours	Semester Hours		Clock Hours	Semester Hours
English I (including Li- brary Science)	4	3	Literature I	3	3
Place and Purpose of Education in the So- cial Order, including School Visitation	3	3	Fundamentals of Speech	3	3
Harmony I	3	3	Harmony II	3	3
Solfeggio I (Sight Read- ing)	3	2	Solfeggio II (Sight Read- ing)	3	2
Ear Training I	3	2	Ear Training II	3	2
*Private Study	9	3	Private Study (See First Semester)	9	3
Health Education	2	1	Physical Education Ac- tivity	2	1
	—	—		—	—
	27	17		26	17

* Private Study includes Voice, Piano, Strings (Violin, Viola, 'Cello, Bass); Woodwinds (Flute, Oboe, Clarinet, Bassoon, Saxophone); Brasses (Trumpet, French Horn, Trombone, Tuba); and Percussion Instruments, Chorus, Orchestra, and Band. Work arranged for greatest benefit of students.

THIRD SEMESTER

	Clock Hours	Semester Hours
Methods I	3	3
History of Civilization .	4	4
Harmony III	2	2
Solfeggio III (Sight Reading)	3	2
Ear Training II	3	2
Eurythmics I	2	1
Private Study	9	3
	<hr/>	<hr/>
	26	17

FOURTH SEMESTER

	Clock Hours	Semester Hours
English II	3	3
Appreciation of Art . . .	3	2
Harmony IV	2	2
Elements of Conducting	2	2
Methods and Materials		
II	4	3
Eurythmics II	2	1
Private Study	9	3
	<hr/>	<hr/>
	25	16

FIFTH SEMESTER

General Psychology . . .	3	3
Principles of Sociology .	3	3
Harmony V	2	2
Advanced Instrumental Conducting	3	3
Methods and Materials III	4	3
Private Study	9	3
	<hr/>	<hr/>
	24	17

SIXTH SEMESTER

Educational Psychology.	3	3
Harmony VI	2	2
Elective	3	3
Advanced Choral Con- ducting	3	3
American Government..	3	3
Private Study	8	2
	<hr/>	<hr/>
	22	16

SEVENTH SEMESTER

Physical Science	4	3
Student Teaching and Conferences	8	6
Private Study	6	2
History and Appreciation of Music I	3	3
Techin of Teaching and Supervision	1	1
	<hr/>	<hr/>
	22	15

EIGHTH SEMESTER

Educational Measure- ments	2	2
Student Teaching and Conferences	7	6
Private Study	6	2
Elective	3	2
History and Appreciation of Music II	3	3
	<hr/>	<hr/>
	21	15

REQUIRED COURSES FOR ALL MUSIC
EDUCATION STUDENTS

APPLIED MUSIC

INDIVIDUAL INSTRUCTION

The curriculum in music is designed to give opportunity for intensive preparation in musical content and skills. Con-

tinuous study of voice, piano, orchestral and band instruments is required as an integral part of a well-planned series of musical, cultural, and professional courses. Such study is essential in the preparation of teachers who are to function as leaders in music education, and this work is offered to all students of the music curriculum without additional cost beyond the regular contingent fee for the music curriculum. These courses may be taken as electives by students in other departments upon payment of an additional fee. (See page 24).

Vocal Instruction. This course is designed to develop the student's ability to the maximum through physical, psychical, spiritual, and emotional media. Basic fundamentals and principles are stressed through correct posture, breathing, and coordination of "free activity." Musicianship is developed through interpretative analysis of rote and art songs.

Piano Instruction. In this course piano performance is correlated with all of the theoretical aspects of the music curriculum. The development of fundamentals of good technique, sight-reading ability, fundamentals of touch, correct interpretation, accompanying of vocalists and instrumentalists are all emphasized.

String Instruction. This course embraces a progressive procedure of study adapted to the technical and musical needs and abilities of the student. Definite achievement in the playing of solo, chamber, and orchestra music of all schools of musical art is stressed.

Wind Instrument Instruction. This course provides the student with abilities and knowledge sufficient to deal intelligently with instruction in the public schools. Technical skill is developed to the maximum ability of each student, emphasizing proper tone production, development of embouchure, breath control, articulation, and fingering technics as used by professionals.

CLASS INSTRUCTION

Since class instruction predominates in the teaching of public-school music, it is imperative that prospective music teachers become familiar with the technics of class manage-

ment; the psychology of class teaching; and the materials available for class teaching in voice, piano, orchestral, and band instruments. Instruction is so arranged that adequate opportunity to participate in various types of class instruction is available to students without extra cost. Individual instruction and class instruction are co-ordinated in a flexible manner calculated best to promote individual progress.

Group Voice Instruction (For Beginners). This course is organized to further the development of musicianship through the physical, mental, and artistic media. Fundamentals and basic principles are stressed through correct posture, breath control, co-ordination, and freedom of the vocal mechanism. Artistry in vocal performance is stressed. Methodolgy emphasizes the ability to listen intelligently, give constructive criticism, master vocal terminology related to experience, develop poise in stage and classroom deportment, foster intelligent leadership in music education through initiating small choral ensembles.

Group Voice Methods (For Advanced Students). This course includes an analysis of the technics of class instruction in voice; study of various methods in use for this purpose; a survey of ensemble literature including madrigals, trios, quartets, and larger groups. Opportunity is provided for appearances in school and community recitals, and in radio broadcasts.

Class Piano Instruction (For Beginners). This course is designed to develop general musicianship, reading ability, and the fundamental technic necessary for good tone production. Simple folk songs and the easier selections from the classics are used for solo and ensemble playing. This work is closely correlated with theoretic aspects studied in solfeggio and harmony classes.

Advanced Piano Ensemble. This is a survey course for students with superior ability at the piano. It aims to acquaint the students with literature for solo performance and for four hands or more, including two piano compositions, symphonies, and overtures. Emphasis is on interpretation and the improvement of sight-reading ability leading to growth in musicianship and appreciation. Opportunities are provided for appearances in public recitals in school, community, and radio

broadcasts. A survey of class piano methods is included in this course.

Class Violin Instruction (For Beginners). This is a course in beginning violin playing as a practical introduction to the technical problems involved in the performance of stringed instruments. Instruction is carried on as in the public schools, students thereby becoming familiar with class technics as well as the technic of the instrument.

String Ensemble Instruction (For Advanced Performers). This course provides a study of quartet style and quartet literature of the classic and modern schools. Ensembles are organized on the basis of individual ability in order to secure homogeneous grouping for the studying of graded literature. Opportunities are provided for public appearances in school and community recitals, and in radio broadcasts.

String Class Methods. This course studies class instruction as carried on in the public schools. Problems of class organization and procedure are demonstrated and a survey of materials is made. Provision is made for observation of violin class instruction in the public schools. Prerequisite: at least one year of violin instruction.

String Class Instruction. The prerequisite for this course is at least one year of violin instruction. In this semester students rotate study of the remaining string instruments including viola, cello, and bass. A study is made of technical problems, materials, class organization, and procedure.

Beginning Orchestra. This course includes participation in a beginner's orchestra with a view to becoming familiar with several orchestral instruments through the song approach as well as becoming familiar with orchestral routine. Work with instruments other than those already played.

Woodwind Class Instruction (For Beginners). The clarinet is studied for at least one year as a basic instrument. During the third semester, students rotate study of the remaining woodwind instruments including flute, oboe, English horn, bassoon, alto clarinet, bass clarinet, and saxophone. This procedure enables them to become familiar with the technic of teaching homogeneous and heterogeneous groups, the materials available for such instruction, and the technical problems to be met in the study of these instruments.

Brass Class Instruction (For Beginners). The cornet or trombone is studied for at least one semester as a basic instrument. During the second semester, students rotate study of the remaining brass instruments including alto horn, French horn, baritone, trombone, and tuba. This procedure enables them to become familiar with the technic of teaching homogeneous and heterogeneous groups, the materials available for such instruction, and the technical problems to be met in the study of these instruments.

Advanced Vocal Ensemble (For Advanced Students). Students chosen to participate in these groups must prove themselves capable of demonstrating superior vocal ability as soloists. These ensembles study quartet literature including compositions from opera, oratorio, and the madrigal school. Concert appearances are provided through recitals and broadcasts.

Advanced Wind Ensembles (For Advanced Performers). Woodwind and brass ensembles as well as mixed groups are organized according to individual abilities to survey graded literature for such ensembles, and to study ensemble style. Opportunities are provided to appear in public recitals in school and community, and in radio broadcasts.

LARGER MUSICAL ORGANIZATIONS

College Choir. This organization is devoted to the study of choral music and a demonstration of methods and procedures for the attainment of superior choral singing. Essentials of singing are stressed including posture, breath control, elimination of tension, proper resonance, distinct and natural pronunciation, phrasing, style, and interpretation. This course is required for juniors and seniors in the Music Curriculum. It is elective and selective for sophomores and freshmen in the Music Curriculum, and to students in the rest of the College.

Men's Glee Club. This organization aims to afford personal enjoyment to its members through participation in ensemble singing, and contributes to college life by appearing publicly on the campus at concerts and assemblies. Membership is required of all men in the music department and is open to all other men in the college who enjoy singing.

Women's Chorus. This organization studies materials for women's voices. It is open to women from all departments in the College. This group appears on the campus in concerts and assemblies. Membership is required of all women in the Music Department and is open to all other women in the College who enjoy singing.

College Symphony Orchestra. The Symphony Orchestra performs a repertoire of classic and romantic compositions as well as the works of contemporary composers. The orchestra contributes to the cultural life of the College and community by public recitals and radio broadcasts. Membership is open to any student in the College who can perform the music. Students with orchestral experience are encouraged to bring their instruments and apply for membership in this organization. The Orchestra also serves as a laboratory for surveying materials for senior high school and college performance.

College Marching Band. This organization is open to all men in the college who can perform the music. It is uniformed in the colors of the school. Appearances are made at all local college football games, community parades, and at least one trip is made away with the football team. Members of the band study marching tactics and trick field maneuvers.

College Symphonic Band. This organization is open to all students, both men and women, who can perform proficiently on their instruments. Appearances are made frequently both in the College and community, as well as for radio broadcasts. The literature studied includes both transcriptions for symphonic band and works written especially for the band. This organization also serves as a laboratory group to survey available literature for Class A, B, and C as published for senior high-school bands.

Junior Choir. Composed of underclassmen in the Music Department and students in other departments and serving as a feeder organization for the College Choir. This organization will provide a major portion of the musical services for Sunday vespers.

PERFORMANCE REQUIREMENTS FOR GRADUATION

Before candidates for a diploma are granted their degree, they must establish to the satisfaction of the music fac-

ulty their fitness as musicians as well as educators. At any time during their course of studies they may take an examination to demonstrate proficiency in the following performance requirements:

Voice. Students must be able to sing acceptably in artistic fashion solo songs by recognized composers such as Schubert, Schumann, Robert Franz, Franz Abt, Coleridge-Taylor, Mana-Zucca; and sing acceptably in an artistic manner music of the madrigal school or of modern composers. They must also be able to sing at sight in an accurate and artistic manner rote songs for elementary grades.

Piano. Students must demonstrate an ability to play a prepared solo representing at least Fourth Year of study; play an accompaniment to a song, an instrumental solo, and accompaniments from the music-text series as published for junior high schools: harmonize at the piano a simple melody such as is published for primary grades; harmonize scales in any major or minor key; and transpose a simple folk song to any key.

Orchestra and Band Instruments. Students must be able to perform artistically on one instrument of the band or orchestra such music as is announced for solo performance in the National Contest list; perform with merit on one instrument from each choir of the orchestra, namely, a string instrument, woodwind, and brass instrument, such material as is played by Intermediate orchestra or band ensembles; demonstrate and play all orchestra and band instruments using folk songs and scales as illustrative material; demonstrate familiarity with the problems of bowing and fingering all string instruments; enbouchure, breath control, articulation, and fingering of all wind instruments. Superior pianists or vocalists may offer their media for solo performance in place of an orchestral instrument.

Examination Committee. At any time during a student's career in the department, he may make a request to the Director to take the Performance tests for graduation which will be given at the end of each semester. Students who can satisfactorily meet certain of these requirements before the end of the fourth year may then devote the time saved to the development of further skills in other aspects of their applied music preparation. The examining committee consists of the ap-

plied music teachers in each field, with the Director and another faculty member constituting the other members of the committee.

FESTIVAL-CONCERTS, RECITALS, AND BROADCASTS

Any music curriculum which fails to materialize into functional use to the college and community is sterile. The knowledge and skills acquired must be adequately translated into usefulness through individual and ensemble performances. Much experience in listening to and participating in concerts, recitals, and broadcasts is provided throughout the school year. These functions may occur as informal studio recitals, Music Club informal recitals, formal evening concerts, co-operative festival programs, union church services of music, faculty-student recitals, assembly music programs, service club concerts and other activities. The department broadcasts a Music Appreciation Series over Radio Station WHJB, Greensburg, each week.

AMERICAN MUSIC ACHIEVEMENT TROPHY

The Music Education Department holds the unique distinction of having been awarded the First American Music Achievement Trophy by the American Musical Arts Foundation. This award was made after the Foundation had made a survey of the work of more than 300 American Colleges and Universities, and granted the Trophy to Indiana for having made the greatest contribution to the cause of American Music during the year 1940-41.

The Indiana Spring Music Festival each year brings to the campus a great American composer-performer to play his own and other compositions with the College Symphony, Chorus, and Band. To date such eminent composers as Percy Grainger, John Powell, Charles Wakefield Cadman have honored the College with their presence in these Festival-Clinics. Roy and Johanna Harris are expected for the Spring Festival of 1942.

Additional Festivals are prepared for Christmas and Easter by the College Choral organizations, and All-Concerto programs are prepared by the College Symphony Orchestra. The College Concert Band presents several concerts featuring soloists and ensembles in addition to the regular band program.

RECORDING EQUIPMENT

The College owns its own recording equipment which makes possible constant testing in applied music. Our students make frequent recordings during the year to check their individual growth in voice and instrumental performance. Recordings are also made of the ensembles and the larger musical organizations. These are purchased by the members of these musical groups for reference use and also as mementos of many glorious experiences in singing and playing with choir, band, orchestra, and chamber groups.

MUSIC EDUCATORS CLUB ACTIVITIES

All students of the Music Education Department are automatically members of the Music Educators Club. This organization sponsors trips to Johnstown and Pittsburgh to hear the major symphony orchestras and world-renowned concert artists and ensembles. Each class within the club sponsors student recital-teas periodically. Such activities provide opportunities for a desirable type of social intercourse and educate students in accepting responsibility and acquiring social grace so essential to the music educator. Student representatives elected by the Club sit in as part of the Music Education Council of Faculty and Students, which determines the policies of the department within the framework of the College.

THEORY OF MUSIC

Harmony I

3 semester hours credit

The course includes a brief review of the essentials of music notation, the study of intervals, of scale forms and key

signatures, and harmonization of given melodies involving tonic and dominant triads and the dominant seventh chord, in root position and inversion. The procedure is from the standpoint of eye, ear, and keyboard, with constant emphasis on the musical aspects of the work.

Harmony II

3 semester hours credit

The course includes melody construction from a harmonic basis, and harmonization involving the use of the dominant ninth chord, the subtonic, subdominant and supertonic chords, and bytones. Keyboard work is stressed and original use of acquired materials is begun.

Harmony III

2 semester hours credit

This course includes harmonization involving the use of the subdominant and mediant chords, modulation to related and unrelated keys, consecutive first inversions of triads, secondary seventh chords, irregular resolution of the seventh, the figured bass and chromatically altered chords. Keyboard work, harmonic analysis and creative use of acquired material are stressed.

Harmony IV (Keyboard Harmony) 2 semester hours credit

Summation and application of previous knowledge and experience to gain facility in harmonization at the keyboard. Includes harmonization of folk songs and melodies commonly used in the schools and community, transposition, sequence building, creative work at the piano, and harmonic memorization.

Harmony V

2 semester hours credit

This course includes a study of form and analysis. A study is made of harmonic analysis; the structural designs commonly employed in musical composition; the smaller units of structure, the song-forms, rondo, sonatina and sonata-allegro forms. Original composition in the smaller forms is included.

Harmony VI

2 semester hours credit

Original composition comprises this course. The course includes musical settings of texts for solo voices and for vocal

groups, instrumental composition in various forms and adapted to various solo instruments or instrumental ensembles, and arrangements of folk-song material for vocal and instrumental groups.

Solfeggio I

2 semester hours credit

This course is designed to give the student mastery of the printed music score so that he may interpret fluently, artistically, and accurately all commonly used music symbols, including tonal patterns, rhythmic notation marks of expression and interpretation. Emphasis is placed on training the eye to see and the memory to retain increasingly larger time and tone groups. Music approximates difficulty of that intended for Grade V.

Solfeggio II

2 semester hours credit

At the end of the second semester, the student should be able to read the material intended for Grades VI-VIII and should be able to carry successfully any part assigned in part singing at this level of difficulty.

Solfeggio III

2 semester hours credit

This is an advanced course developing the ability to read at sight music containing difficult intervals and rhythms, chromatic harmonies and modulations, independent singing including quartet singing with particular attention to distinctness and naturalness of pronunciation. Special stress on artistic sight singing of words and music and the feeling for phrase and cadence.

Ear Training I

2 semester hours credit

This course takes up the study of tone and rhythm so that students will gain power to recognize, visualize, sing, and write melodic phrases in all keys from dictation.

Ear Training II

2 semester hours credit

This is a continuation of melodic dictation, giving special emphasis to the development of musical memory and to the ability to write comparatively difficult rhythms and melodic phrases after one hearing. Beginning of chord dictation,

utilizing the simpler harmonic progressions encountered in Harmony I and II.

Ear Training III

2 semester hours credit

This is an advanced course devoted to the study of tone and rhythm as applied to harmony and melody writing; the singing, aural recognition, and writing of chords and intervals in major and minor keys; melodies in phrase and period form; visualization and memory drills.

Eurythmics I

1 semester hour credit

This course aims to give a systematic development of musical perception, appreciation, and creative imagination, through varied rhythmic bodily responses. It endeavors to unify physiological, social, and musical factors through co-ordinated rhythmic activity.

Eurythmics II

1 semester hour credit

In addition to being able to express increasingly difficult rhythms and forms, the student now learns to direct others in the various activities, improvises on drum and piano, and organizes the work learned to fit in with the needs and capacities of children to be taught later.

THEORY OF TEACHING AND SUPERVISION

Place and Purpose of Education in the Social Order

2 semester hours credit

This is an orientation course in Education which includes an analysis of factors involved in the educative process, the evolution of modern educational pedagogy from primitive peoples to our own times with particular reference to the contributions made by the fine arts, the growth of the music-education movement in America.

Methods and Materials I (Grades 1, 2, 3)

3 semester hours credit

This course gives a comprehensive and analytical study of the young child's singing voice, of important texts and materi-

als, and of teaching methods suitable for the primary grades. Attention is given to the problems of the monotone; to materials and methods of vitalizing appreciation work; to choosing, memorizing, singing, and presenting rote songs; to methods of presenting rhythm through singing games, interpretative movements, and rhythm band. Preparation of lesson plans, making of outlines, and observation of teaching are required.

Methods and Materials II

3 semester hours credit

The application of principles of education to the teaching of music in the fourth, fifth, and sixth grades is made in this course. Various procedures are considered, involving the relation and use of music with other subjects of activity programs. The work of each year is considered as well as the problems that confront the grade teacher and supervisor.

Methods and Materials III (Junior and Senior High School)

3 semester hours credit

This course includes a careful study of the changing adolescent voice, its special problems; a survey of materials and methods for this area; the integration of music with other subjects; the problems involved in supervision and in organizing the music curriculum. Observation and an increasing amount of participation in teaching are required.

Psychology of Music

3 semester hours credit

This course is designed to acquaint the student with recent psychological advances in the field of music and to relate these to educational theory and practice. It includes analysis of the psychology of tonal and rhythmic forms; of musical functions involved in listening, performing and composing; of measurement and diagnosis of musical abilities involved in the musical personality. Assigned readings, reports, development of test procedures are used in teaching. Prerequisite: General Psychology.

Elementary Conducting

2 semester hours credit

This course acquaints the student with the art of conducting and provides the necessary baton technic for conduct-

ing. Simpler songs and elementary instrumental materials are used in the study and practice of conducting, and an intense study is made of the technics of orchestra and band instruments including transpositions.

Advanced Instrumental Conducting 3 semester hours credit

A laboratory course designed to build skill in baton technique; development of musicianship through interpretative analysis of representative works capable of being performed by senior-high-school and college instrumental groups; survey of materials for high-school bands and orchestras; study of individual instrument techniques, phrasing, bowing, intonation, and ensemble. Opportunity is provided to conduct the College Symphony and the College Band in rehearsal and to conduct school assembly programs. Prerequisite: Elementary Conducting.

Advanced Choral Conducting 3 semester hours credit

An advanced course placing special emphasis upon preparation for conducting glee clubs and choruses. It includes a survey of suitable materials; problems of organization and maintenance of groups; rehearsal technics; program building; conducting recitative and free rhythm; appearance and grouping of choirs; preparation for festivals and contests; technic of radio broadcasting; and a study of interpretation including development of tone quality, blend, balance, intonation, unanimity, and phrasing. Prerequisite: Elementary Conducting.

History and Appreciation of Music I 3 semester hours credit

Beginning with a rapid survey of contemporary developments and tendencies, the development of music is shown from primitive beginnings through the Classic Age. Great movements in musical developments are traced, with their political and social background. The course aims to extend the student's familiarity with music literature, and to develop an understanding and appreciation of music as a vital factor in life.

History and Appreciation of Music II 3 semester hours credit

Beginning with Beethoven and the development of the Romantic movement, this course deals with the great masters

of the nineteenth century and with the development of such art forms as the art song, the piano solo, the symphonic poem, the latter nineteenth-century opera; and modern trends of the twentieth century.

Curriculum Materials: Selection and Adaptation

1 semester hour credit per semester

This course presents a summation of the previous three years work designed to enable the students to establish a philosophy of education which will relate educational theory to practice. An analysis of the problems involved in curriculum reconstruction, and the preparation of a course of study in music education from pre-school age through adult life based on the needs of the individual, the school, and community.

Student Teaching and Conferences

6 semester hours credit per semester

All student teaching is done under the careful personal supervision of critic teachers. Student-teaching assignments are made so that each student may have experience in teaching: (1) in each of the six elementary grades for a period of 18 weeks; (2) in the secondary schools for a period of 18 weeks; both programs include a complete music curriculum. (See pages 161, 162.)

ELECTIVES FOR MUSIC STUDENTS

Orchestration for School Bands and Orchestra

3 semester hours credit

This is a practical course in the rudiments of scoring for small and large ensembles including transpositions; cross-cuing; scoring for strings, woodwinds, brasses; arranging and transcribing of songs, piano music; scoring of marches and dance forms. Prerequisites: Harmony I through IV.

Instrumental Methods and Materials 3 semester hours credit

A survey course of the newest texts in the teaching of instrumental music; development of a course of study in in-

strumental music; tests and measurements in this field; the administration of an instrumental department studying scheduling of classes, financial responsibilities, organization problems.

These courses are available for those music students who desire to broaden their musical preparation in place of earning certification in a second area of specialization in an academic field.

REQUIRED COURES FOR MUSIC STUDENTS IN OTHER FIELDS

Several courses in other departments are required for graduation in the Music curriculum. Following is a list of these courses with the page number where description may be found:

	Page		Page
English I	74	Educational Measurements ...	66
English II	74	History of Civilization	112
Fundamentals of Speech	74	Principles of Sociology	113
Literature I	74	American Government	112
Place and Purpose of Education		Health Education	93
in the Social Order	65	Physical Science	105
General Psychology	65	Appreciation of Art	127
Educational Psychology	66		

ELECTIVES FOR MUSIC STUDENTS IN OTHER FIELDS

Electives from any of the other fields may be chosen by those students who establish a high record of achievement in their major field leading toward the completion of requirements for certification in these respective fields.

CORE COURSE*MUSIC****Appreciation of Music**

2 semester hours credit

A course designed to meet the cultural needs of the average music lover, to provide a wider understanding of music as an art and as an integral part of modern life, and to offer opportunity to become intimately acquainted with a variety of great music. Special emphasis will be given to the human values of music and its correlation with art, literature, and geography.

**REQUIRED COURSES IN MUSIC FOR
ELEMENTARY EDUCATION STUDENTS****Music I**

2 semester hours credit

A course in the fundamentals of music notation and music reading, correct use of the singing voice, and the gaining of a repertory of assembly and rote song material.

Music II

2 semester hours credit

A course in methods of teaching designed to train the elementary teacher in the development and care of the child voice, to present techniques of teaching appropriate to the lower grades, and to enlarge the repertory of suitable music materials.

ELECTIVES IN MUSIC FOR NON-MUSIC STUDENTS

Any of the courses in the Music curriculum are available to students in other departments. There are no fees for the larger musical organizations, which are considered extra-curricular for non-music majors.

* Course required in the Elementary, Secondary, Art and Home Economics Education Curricula.

ENROLLMENT

First Semester 1941-1942

COLLEGE ENROLLMENT BY CURRICULA

Elementary Curriculum:

	Male	Female	Total	Total by Curricula
1st Year.....	1	60	61	
2nd Year.....	4	69	73	
3rd Year.....	4	66	70	
4th Year.....	1	55	56	260
			—	

Secondary Curriculum:

1st Year.....	41	17	58	
2nd Year.....	29	23	52	
3rd Year.....	16	21	37	
4th Year.....	29	15	44	191
			—	

Art Curriculum:

1st Year.....	5	15	20	
2nd Year.....	9	17	26	
3rd Year.....	4	9	13	
4th Year.....	2	12	14	73
			—	

Business Education Curriculum:

1st Year.....	30	71	101	
2nd Year.....	26	45	71	
3rd Year.....	24	30	54	
4th Year.....	26	44	70	296
			—	

Home Economics Curriculum:

1st Year.....	1	75	76	
2nd Year.....	0	77	77	
3rd Year.....	2	68	70	
4th Year.....	0	63	63	286
			—	

Music Curriculum:

1st Year.....	31	29	60	
2nd Year.....	9	16	25	
3rd Year.....	13	9	22	
4th Year.....	12	15	27	134
			—	

Totals.....	319	921	1240	1240
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COLLEGE ENROLLMENT BY COUNTIES

County	Total	County	Total
Adams	2	Huntingdon	6
Allegheny	190	Indiana	267
Armstrong	49	Jefferson	28
Beaver	29	Lackawanna	1
Bedford	11	Lancaster	1
Berks	3	Lawrence	22
Blair	45	Lebanon	1
Bucks	1	Lehigh	2
Butler	16	Luzerne	7
Cambria	132	McKean	6
Carbon	1	Mercer	8
Center	3	Mifflin	4
Chester	1	Montgomery	5
Clarion	11	Northampton	4
Clearfield	37	Northumberland	2
Clinton	1	Perry	2
Crawford	9	Philadelphia	3
Cumberland	7	Schuylkill	1
Dauphin	6	Somerset	46
Delaware	4	Tioga	1
Elk	12	Venango	13
Erie	12	Warren	6
Fayette	35	Washington	47
Forest	2	Westmoreland	111
Franklin	8	York	8
Fulton	1	Out-of-State	2
Greene	8		
		TOTAL	1240

COLLEGE LABORATORY SCHOOL ENROLLMENT

Kindergarten	27	Sixth Grade	31
First Grade	31	Seventh Grade	46
Second Grade	28	Eighth Grade	45
Third Grade	35	Ninth Grade	42
Fourth Grade	26	Tenth Grade	39
Fifth Grade	36		
		Total	386

SUMMARY OF ENROLLMENT

First Semester 1941-1942

College Enrollment—full-time students1240

Part-time Students:

Saturday Campus160

Extension Classes:

Cairnbrook 23

Greensburg 30

Johnstown 38

Somerset 25

Vandergrift 37 153

Number of different part-time students 305

Total College Enrollment1545

Enrolled for Private Instruction (Music) 3

Enrollment in Campus Laboratory School 386

Enrollment Summer Session 1941 549

Enrollment Post Session 1941 203

INDEX

A

Administrative Organization ..	5
Admission, Requirements for ..	27
Advanced Standing	29
Advisory System	43
Alumni	44
Alumni Association	44
Art Department	118

B

Baggage	37
Bills, How to Pay	26
Board of Trustees	4
Boarding Students	39
Bookstore	48
Broadcasts	79, 171
Buildings	18
Bureau of Teacher Education and Certification	4
Business Education Department	130

C

Calendar	3
Campus	18
Campus Classes	46
Central-Western Education Conference	47
Certificate, Provisional College.	35
Certificate, State Standard Limited	34
Certification, Requirements for.	33
Class Organizations	52
Commencement Exercises	44
College Lodge	21
Co-operative Association	48
Correspondence Work	30
Courses—See Departments and Divisions	

D

Day Students	41
Departmental Groups, Student Organizations	50
Deposits	25
Directors of Divisions	6
Dormitory Life	40

E

Earning Expenses	42
Education, Courses in	65
Electrical Apparatus	39
Elementary Certification	34
Elementary Education, Division of	54

Eligibility for Student Teach- ing	31
Employment Bureau	42
English, Courses in	73
Enrollment:	
College, by Counties	182
College, by Curricula	181
Laboratory School	182
Summary	183
Entering Students, Suggestions for	36
Entrance Tests	36
Extension Classes	47

F

Faculty	7
Fees	22
Activity	23
Contingent	22
Damage	24
Degree	24
Housing	23
Infirmary	24
Late Registration	23
Music Students	24
Transcript	24
Tuition, Non-residents	24
Fraternities:	
Honorary	52
Educational	53
Foreign Languages, Courses in.	83
French, Courses in	84
Freshman Dormitory	37

G

General Information	36
Geography, Courses in	88
Grade Reports	43
Grades and Quality Points	30
Graduation, Requirements for..	32
Guests of Boarding Students ..	39

H

Handbook	38
Heads of Departments	6
Health and Physical Education, Courses in	93
Health Requirements	28
History of the College	17
Home Economics Department ..	146

I

Infirmary	19
Infirmary Fee	24
Intramural Sports	95

I N D E X—(Continued)

J		Room Assignments:	
K		Entering Students	36
		Former Students	39
L		S	
Latin, Courses in	85	Scholastic Requirements	30
Laundry	39	School Government, Student	
Leonard Literary Society	50	Participation in	47
Library	20	Science, Courses in	101
Loan Fund	42	Secondary Certification	32
Location of the College	18	Secondary Education, Division	
		of	60
M		Self Help	42
Mathematics, Courses in	97	Spanish, Courses in	85
Music Education Department	160	Speech, Courses in	82
Music Organizations	168	Speech Correction, Courses in	82
Music Trophy	171	Social Studies, Courses in	112
		Sororities	53
N		State Council of Education ...	4
N. Y. A.	42	State Scholarships	43
		State Standard Limited	
O		Certificate	34
Organizations, Students	47	Student Co-operative Associa-	
Departmental Groups	50	tion	48
Fraternities	52	Student Council	48
Religious	49	Student Organizations	47
Sororities	53	Student Supplies	37
Student Participation in		Student Teaching, Eligibility for	31
Government	47	Suggestions for Entering	
		Students	36
P		Summer Sessions	45
Pay Bills, How to	26	T	
Payment, Time of	26	Transcript Fee	24
Personal Interview	29	Transfer of Credit	29
Physical Education, Courses in	95	Trustees, Board of	4
Placement Service	45	Tuberculin Test	94
Psycho-Educational Bureau ...	72	U	
Q		V	
Quality Points	30	Vacation Charges	39
		Visits Home	41
R		W	
Radio, Classes in	79	Work	42
Repayments	25		
Registration Day	37	X	
Religious Organizations	49	Y	
Required and Elective Courses .	62	Y. M. C. A.	49
Requirements for:		Y. W. C. A.	49
Admission	27	Z	
Certification	34		
Graduation	32		
Scholarship	30		

PRELIMINARY APPLICATION BLANK

This Preliminary Application Blank should be filled out by prospective students and mailed as early as convenient to the Registrar, State Teachers College, Indiana, Pennsylvania. The regular application blanks required by the Department of Public Instruction must also be filed. These blanks will be sent on request to any prospective student, and to all persons who file the preliminary blank.

Name
(Last) (First) (Second)

Address
(Street) (Post Office) (State)

I (am) (will be) graduated fromHigh School,
located at
(Town) (State) (Date)

I plan to enter college
(Date)

and plan to { (live in the dormitory.....
(commute from home.....

I desire to enroll for the curriculum which I have checked below:

.....ElmentaryArtHome Economics
.....SecondaryBusinessMusic

Have you enclosed with this form your check or money order for the \$10.00 Advance Registration Deposit? (This is required of both boarding and day students. See page 36.) Yes..... No.....

Post Office money orders should be written to Commonwealth of Pennsylvania, payable at Harrisburg.

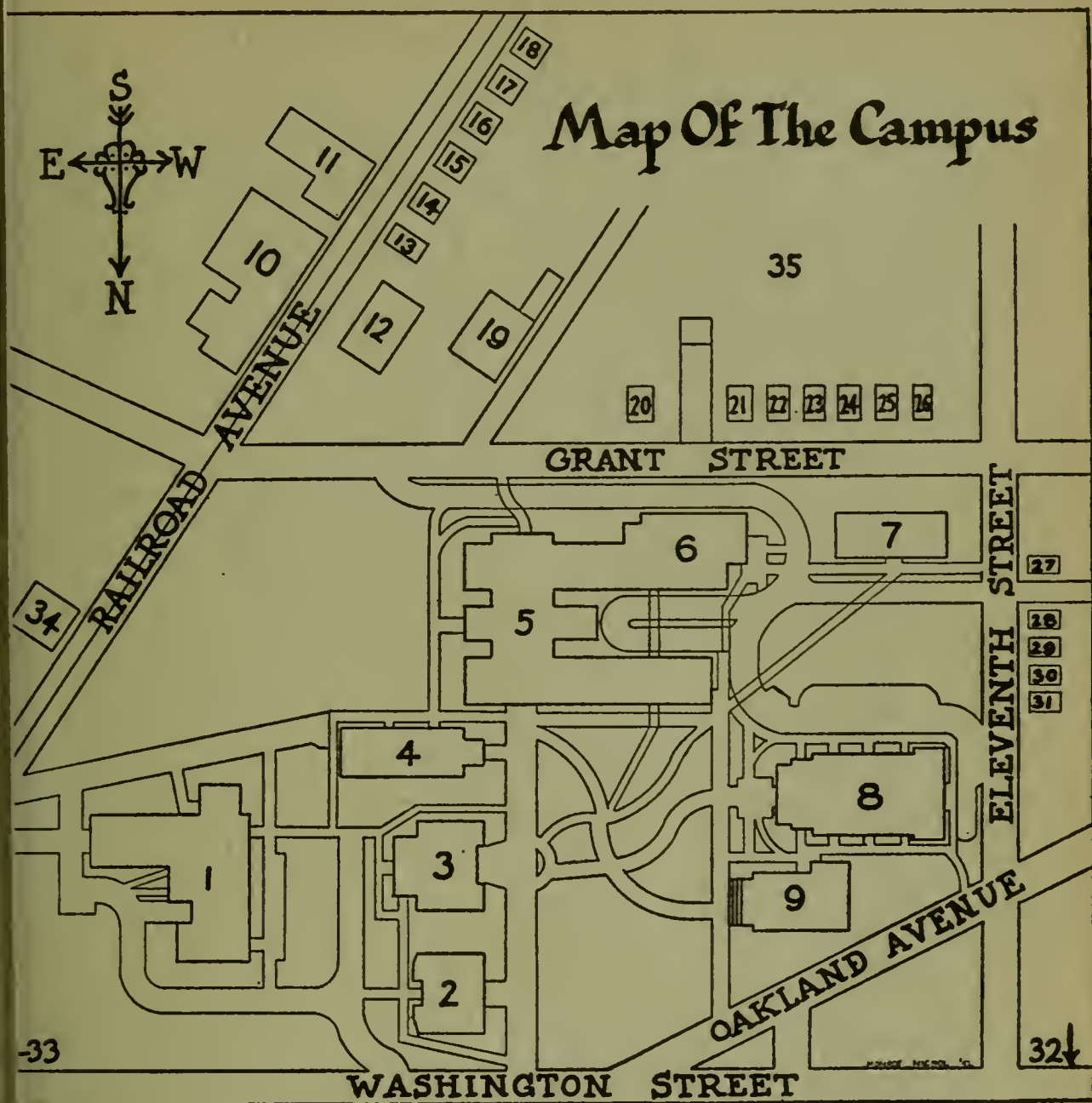
Checks should also be written to Commonwealth of Pennsylvania.
If you enclose cash, please send your letter by registered mail.

.....
(Date)

Please send information about Indiana to my friends:

.....
(Name) (Address)

.....



Key to Buildings

- | | |
|---------------------------------|--------------------------------|
| 1. Laboratory School | 21. Hood Cottage |
| 2. Wilson Hall, College Library | 22. Jamison Cottage |
| 3. Leonard Hall | 23. Activities Cottage |
| 4. Arts Building | 24. Vinton Cottage |
| 5. John Sutton Hall | 25. Kunkle Cottage |
| 6. Thomas Sutton Hall | 26. Brant Cottage |
| 7. Clark Hall | 27. Whitmyre Cottage |
| 8. Auditorium | 28. Home Management House |
| 9. Gymnasium | 29. Home Management House |
| 10. Power House | 30. Hosac Cottage |
| 11. Shop Building | 31. Lewis Cottage |
| 12. Greenhouse | 32. Phi Alpha Zeta Fraternity |
| 13. to 18. Boys' Cottages | 33. Sigma Tau Gamma Fraternity |
| 19. Garages | 34. Phi Sigma Pi Fraternity |
| 20. Cottage and Team House | 35. Athletic Field |

